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ABSTRACT

The need for bilingual bicultural school library materials and services for schools with bilingual programs and limited English speaking students was investigated in the state of Illinois. The data were collected by means of questionnaires sent to bilingual program coordinators and school librarians at 140 schools throughout the state. Targeted areas of study were: the availability of bilingual school library services and staff, the nature and scope of bilingual school library services, problems of bilingual materials acquisition, the amount of cooperation and/or coordination between library and bilingual personnel, and, finally, the role of the school library in bilingual education as perceived by both school librarians and bilingual coordinators. The results of the study indicated a severe lack of bilingual staff, materials and resources in school libraries serving bilingual and limited English speaking children. The study also revealed a statistically significant difference in the attitudes of school librarians and bilingual coordinators with respect to the role of the school library in education. The implications of this difference suggest conflict regarding the library's present and future role in bilingual multicultural education. Statistical data and questionnaires are appended. (Author/CWM)

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THE STATUS OF SCHOOL LIBRARY SERVICES TO BILINGUAL BICULTURAL PROGRAMS IN ILLINOIS

BY

JENNIFER E. BAHOWICK

B.S., University of Wisconsin-Madison, 1974

THESIS

Submitted in partial fulfillment of the requirements
for the degree of Master of Arts in Education
in the Graduate College of the
University of Illinois at Urbana-Champaign, 1979

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ABSTRACT

The need for bilingual bicultural school library materials and services for schools with bilingual programs and limited English speaking students was investigated in the state of Illinois. The data were collected by means of questionnaires sent to bilingual program coordinators and school librarians at 140 schools throughout the state. Targeted areas of study were: the availability of bilingual school library services and staff, the nature and scope of bilingual school library services, problems of bilingual materials acquisition, the amount of cooperation and/or coordination between school library and bilingual personnel, and, finally, the role of the school library in Bilingual Education as perceived by both school librarians and bilingual coordinators. The results of the study indicated a severe lack of bilingual staff, materials and resources in school libraries serving bilingual and limited English speaking children, with school librarians specifying several reasons for this lack. The study also revealed a statistically significant differnce in the attitudes of school librarians and bilingual coordinators with respect to the role of the school library in bilingual education. The implications of this difference are discussed, together with projections of the future role of the school library in Bilingual Multicultural Education.

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CHAPTER 1

THE PROBLEM

Introduction

The education of children whose native or dominant language is other than English has become an area of major concern in the United States. The fact that language minority students are prone to failure in the traditional "English only" curriculum has been documented in numerous reports, among them the Coleman study of 1966 and various compilations of the U.S. Commission on Civil Rights (1971, 1973, 1975). Court cases such as Lau v. Nichols 1974 and Serna v. Portales 1974 have further served to focus attention on the special educational needs of many linguistic and cultural minorities and upon their legal right to obtain special instruction.

The question of how to best provide a quality education for such linguistic and cultural minority groups is only now being explored. Bilingual education, recognized officially in the passage of the Bilingual Education Act of 1968, has been proposed as one of the most promising solutions, and many schools in the U.S. now include some type of bilingual program. While bilingual classrooms have been provided in many places, though, the supportive role of other school institutions in the education of the linguistically and culturally different student has often been unexplored. One such underdeveloped area is that of outlining the function of the school library in the bilingual multicultural education of children. As the school library figures so importantly in the general

educational setting, its potential role in bilingual education is also great. The major focus of this study, therefore, concerns the school library and its current support of bilingual education in Illinois. This study will explore the types of instruction, services and materials now being offered by school libraries in the state to those children who are bilingual or of limited English speaking ability.

Rationale for the Study

The Illinois Office of Education estimates that during the 1975-76 school year there were 137,453 bilingual and limited English speaking ability students in the state's public schools. As of 1977-78, more than 200 schools were listed as having bilingual programs throughout Illinois in an effort to meet the educational needs of such children. The idea for the present study was thus inspired by the growing presence of bilingual education in the state, and by the recognition of the importance and central function of the school library in the general educational process. As the purpose of this study was to gather information about the role of the school library in bilingual education programs, a survey was designed to measure exactly how school libraries in Illinois were serving bilingual and limited English speaking ability students in schools which maintained and supported a bilingual education program.

Since this study is concerned with relationship between bilingual education and the school library, it is important to examine the development of both as educational forces in U.S. schools, as well as their separate philosophies, functions and goals in the educational setting.

Bilingual Education

From a historical perspective, the bilingual education of children is nothing new to the course of educational practice either internationally or within the United States. According to Andersson and Boyer (1970), the history of public bilingual schooling in the U.S. has been a long one, primarily distinguished by two phases--pre-World War I and post 1963. During the first period, public bilingual schools were permitted and even encouraged for various linguistically different groups such as the Germans in the Midwest, the French in Louisiana, and the Spanish in New Mexico. Private bilingual schools, particularly those teaching in German, were also numerous. Josue Gonzalez (1975) however, cites the circa World War I advent of mandatory attendance laws for public schools, the elimination of public funding for church affiliated academies and the isolationist foreign policy of the United States as reasons which led to a decline in bilingual education and finally to a ban on use of languages other than English as mediums of instruction. Indeed as late as 1974, seven states still had laws in force forbidding the use of any language other than English in the classroom, with the exception of foreign language study (IDRA Newsletter, 1975).

The second, more recent period of bilingual schooling originates from the effort to provide for the educational needs of the newly arrived Cuban refugees in Florida in the early 1960's. In Dade county a bilingual program was initiated in the Coral Way School of Miami, which, proving itself very successful, won the support of the community and of the school district (Andersson and Boyer, 1970). While other bilingual programs did

indeed follow in the wake of the Dade county project, particularly in areas of great concentrations of Spanish speakers, it was not until the passage of the Bilingual Education Act of 1968 (Title VII of the Elementary and Secondary Education Act), that bilingual education was again pursued nationally as a viable educational practice.

The philosophy characteristic of bilingual education motivated by the Bilingual Education Act, however, differs from the broader, international view of bilingual education. In many other countries of the world this scholastic program is considered a complete educational experience and is available as an educational alternative to virtually all those who want it. In the United States, however, bilingual education has developed with a compensatory purpose in mind. It is envisioned as a method of improving the educational experience of the linguistically and culturally different student, and of thereby combatting poverty, crime and unemployment (Trueba, 1977). The motivation for this compensatory measure, moreover, is very strong. According to figures listed in a report of the U.S. Commission on Civil Rights (1975), the median number of 12.0 school years completed by whites was followed by only 8.1 for Mexican Americans, 8.6 for Puerto Ricans, and 9.8 for Native Americans. In 1971 it was discovered that 40% of Mexican Americans who entered first grade never completed high school in 5 southwestern states, and, as of 1972, the dropout rate for Puerto Ricans in New York City from 10th grade to graduation was 67% (U.S. Commission on Civil Rights, 1975). The dropout rate for Native Americans was listed as equally high; between grades 9 and 12 it was 30.6%. The Commission also reported that Language minority

groups lagged significantly behind majority group Americans in academic achievement scores, with Mexican American students 4.1 years behind the national norm in math achievement, Puerto Ricans 3.6 years behind in verbal ability, and Native Americans 3.3 years behind in reading. These figures were made even more depressing by the revelation that the longer these students stayed in school, the farther they fell behind.

In light of these statistics, bilingual education programs have as their goal equal educational opportunity for those whose native language is not English, and attempt to achieve this by emphasizing the student's total educational needs. Thus, the focus is upon the development of a positive self concept, cognitive skills and language ability in both the native language and English (U.S. Commission on Civil Rights, 1975). Through the use of bilingual bicultural curricula the importance of the child's native language and culture is emphasized so that learning is made more relevant and self esteem is enhanced. A very important part of bilingual programs, therefore, is making the language minority child feel that he belongs in the educational setting and that his linguistic and cultural traditions are an asset to be developed (Saville and Troike, 1971).

A second concern of bilingual education is that of achieving normal progress in school for bilingual and limited English speaking students and of maintaining academic work appropriate to grade level. This problem is approached by using the student's dominant language as a medium for instruction until sufficient ability is acquired in English to enable the pupil to do well in the English only classroom.

Finally, a third integral part of bilingual education programs is the degree to which they seek to involve the parents and community (Saville and Troike, 1971). This outside support is essential in order to encourage academic achievement in a child's most comfortable language and to promote respect for languages, values and lifestyles of other cultures within the United States (Ramirez, Macaulay, Gonzalez, Cox, and Perez, 1976).

Thus bilingual bicultural programs are an extremely valuable force in the education of linguistically and culturally different students as they are sensitive to these students' special needs in terms of curriculum, materials and staff. The hiring of bilingual bicultural teachers, particularly those of the same minority group as the students, forms an important part of the effort to create a meaningful school experience (Kjolseth, 1973). However, a bilingual classroom and its teachers constitute only one aspect of a bilingual or limited English speaking ability child's school environment. The child needs to participate in other school activities such as art, music, physical education and school library functions as well. Of these, the school library is particularly important academically and shows the greatest potential for reinforcing and enriching bilingual education in promoting bilingualism, biculturality and general educational excellence.

School Library/Media Centers

The importance of school libraries to the academic program has long been acknowledged. As early as 1837, states such as Massachusetts enacted library laws to enable the school districts to raise funds for school

libraries. The development of library programs was slow, however, until the period following the first World War, characterized in the United States by an overall growth in public education. In general, during this period, there were more funds, better trained personnel, closer supervision of staff and newer guidelines for the development of libraries such as those established by the Curtain Reports in 1918 and 1925 (Gillespie and Spirt, 1973).

The passage of the Elementary and Secondary Education Act in 1965 also signalled a period of tremendous growth in school library development as the amount of federal aid to schools almost doubled. Under Title II of the original Elementary and Secondary Education Act, funds were authorized for distribution to the States for acquisition of library resources including texts and audiovisual materials (Hostrop, 1973). Amended in 1974, funds were made available for development of libraries and resource centers under Title IVB of the same act (U.S. Department of Health, Education and Welfare, 1975).

According to Gillespie and Spirt (1973), the school library evolved into the library/media center as educators responded to the changes in society and to the increasing importance and presence of electronic and other media in our lives. The library/media center incorporates all types of media in its instructional and organizational effort to provide comprehensive information to students in relation to events in today's world. The 1978 Digest of Education Statistics lists a total of 74,625 public school library/media centers in existence in the U.S. as of 1974-75. Of these 52,370 are in elementary and combined schools, and 22,315 are in

secondary schools, serving a total of 43,929,000 pupils. According to the figures presented only 2.5% of public school students are still unserved by school libraries.

In the elementary school there are basically four areas where the school library plays a vital role. These are:(1) stimulating an interest in library activities and in reading for pleasure; (2) providing reading guidance; (3) instructing students in library use; and (4) helping students develop actual research methods. According to Lowrie (1970), the greatest of these is instilling in children a love of books and reading. In conjunction with this goal, the elementary library offers a wide range of activities that may include storytelling, puppet shows, book fairs, library clubs, booktalks and instructional programs as well as multimedia materials and resources. Always supportive of the school's educational policy, the school library works toward achieving its program through curriculum enrichment and facilitating reading for pleasure.

High school level libraries, while also providing reading guidance and helping to stimulate reading for pleasure, are increasingly concerned with developing research methods and with making the students aware of the wealth of data and the number and complexity of the information retrieval systems at their disposal. Activities of high school libraries may include instruction in media production, supervision of study, guidance in viewing, listening, reading and research, special workshops for teachers and students, clubs, fairs, and classes. As the curriculum of the secondary school becomes more and more sophisticated, the school library responds with an equally challenging program, incorporating the latest in media and instructional techniques.

The School Library as Part of the Instructional System

Swarthout (1967) emphasizes that the role of the school library in education is not simply that of a repository for books and resources but that it functions as part of the instructional system through its policy of materials selection and through the services and activities that it offers. Thus it is important to examine how the school library can play a key role in educational innovation and in programs such as bilingual education through the materials it acquires and the activities it sponsors.

The selection and actual acquisition of materials by the school library should represent the joint effort of teachers and librarians as its primary purpose is to help implement, enrich and support the educational program (Swarthout, 1967). The librarian/media specialist must therefore necessarily be involved in curriculum planning and in general curriculum development, as well as in the specific planning of library/media center functions (Prostano and Prostano, 1977). In addition, Lipsman (1972) stresses that meaningful acquisition of media requires a real understanding of what is being published in each field and of the tools available that give access to such material. Since the librarian cannot be a specialist in every field, the selection process should be shared by teachers and students and even by parents and community groups (Prostano and Prostano, 1977).

The most vital characteristic of materials acquisition is the library/media center's orientation to the individual student and his needs, both educational and personal. This awareness of the library media center user will also need to include an understanding of the linguistically and culturally different, as pointed out by both Swarthout (1967) and Hostrop

(1973). It is the school library/media center's responsibility to provide materials representative of the many religious, ethnic and cultural groups and their contributions to American and world heritage (Library Bill of Rights, 1969).

Regarding library sponsored services and activities, the key to an effective library program is cooperation between the library and teaching staff. Saunders (1975) points out that the library program is only as good as its resources and services can meet the needs of its users and enable them to gain information. Thus there is a great need for library personnel and teaching staff to jointly promote student competence in the use of the center.

The greatest impact the school library's services and materials should have upon students lies in the encouragement of reading and the development of lifelong good reading habits. In the elementary school library Saunders (1975) notes that this effort to get the student interested in books can be seen in such activities as storytelling, weekly library periods and book talks. In particular, booktalking, defined by Chilton (1976) as a presentation by the librarian about a book or group of books in order to encourage the listener to read them, typifies the promotional role of the library and librarian in reading. Furthermore, reading guidance, or helping the student choose an appropriate book for his interests and level of ability, is crucial to both the elementary and secondary library's role in stimulating reading. This requires that the librarian/media specialist know the collection, and be acquainted with the individual child's reading interests and level of ability. Again, maintaining

effective library services implies cooperation between the school and library staff.

The school library/media center also serves the needs of the teaching staff in providing new books and materials relating to current research and developments in education, and to current interests in each particular teaching member's field. According to the State of Illinois current standards for school media programs, school libraries should provide three current professional titles per teacher district wide. This professional collection can be centralized or decentralized. Prostano and Prostano (1977) list the library/media center as also providing assistance to teachers in the area of curriculum development, by participating in content selection, methodology development, and instruction in media use. The library/media center serves the teaching staff by helping to preview, select and evaluate materials used in instruction.

Standards for School Library/Media Center Collections

The current national standards issued by the American Association of School Librarians and the Association for Educational Communication and Technology in 1975 state that schools with 500 or fewer students should have a minimum collection of 20,000 items, or forty per student. An item is defined as a book, film, videotape, filmstrip, transparency, slide, periodical subscription, kit or any other material or associated equipment. Schools with a higher enrollment can provide the needed material at a ratio less than forty items per student (U.S. Department of Health, Education and Welfare, 1977).

The Standards of Educational Media Programs in Illinois for 1977 lists as the minimum in materials 3,000 books or six volumes per pupil, whichever is greater. Elementary school libraries should have ten to twenty-four magazine subscriptions, one to two newspapers; secondary school libraries should have sixty to ninety-nine magazines and three to four newspapers. Both elementary and secondary collections should also include 200 filmstrips or one-half strip per pupil, and access to 1,000 titles of sixteen millimeter films. Various other forms of media such as slides, maps, graphic materials, pamphlets, transparencies, microform, clippings and miscellaneous material should be stocked by the library according to the curriculum and to the needs of the users. Centralized collections thus have very definite criteria by which to develop and to later evaluate their status.

Thus the role of the library/media center is central to the educational setting and can be considered a vehicle for constructive education and innovation in the school. Geared to the needs of its users to include students, staff and the general community, it serves to promote reading, research, and educational excellence among students, as well as social and cultural awareness. The school library as an information source is central in the formation of students' opinions of the world and of themselves and indeed helps to make the educational process rewarding and successful.

Statement of the Problem

Bilingual programs are extremely important in the education of linguistic and cultural minority groups in the U.S. and the school library plays a central, vital role in the general educational process in this country. The immediate question, therefore, is one of how the school library and the bilingual projects are coordinating efforts in the education of bilingual and limited English speaking ability students. The problem thus involves two questions: (1) what does the school library view to be its role with respect to bilingual education; and (2) does the school library provide materials and services commensurate to the needs of linguistic and cultural minorities represented in the school. As the sensitivity of the school library has been emphasized again and again, it is important to see whether this responsiveness has been extended to bilingual education with its special objectives. As the goals of bilingual programs for language minority students include the formation of a positive self concept, the development of language skills and literacy in both the native language and English, the insurance of normal achievement of grade level, and the promotion of intercultural understanding and awareness, the role of the school library could be vital indeed in the success of any such program.

The purpose of this study was therefore to gather information about the role of the school library in bilingual education in the state of Illinois. This was to be done through identifying the types of services, materials and instruction offered by school library/media centers to bilingual and limited English speaking ability students in schools which

had a bilingual program. It was also hoped that the study might serve to isolate current problems regarding bilingual and library staff cooperation, bilingual material acquisition, and bilingual material funding, and could possibly suggest a future role for the school library in bilingual education.

Statement of the Research Questions

The research questions for this study were:

1. Do school libraries provide bilingual: (A) books/materials, (B) services, or (C) staff, to bilingual and limited English speaking students enrolled in school bilingual programs in Illinois?
2. What is the: (A) frequency, and (B) nature of the professional working relationship between bilingual program personnel and school library staff?
3. What are the: (A) patterns of library use of children in the bilingual program, and (B) barriers, if any, to effective school library use by these students as seen by bilingual coordinators/staff?
4. In the process of bilingual library materials acquisition, what are the problems encountered by the school librarians regarding: (A) selection tool availability and quality, and (B) bilingual material characteristics? (C) What, if any, barriers exist to the acquisition of bilingual school library materials?
5. What sources of funding are listed by: (A) school librarians/media specialists, and (B) bilingual coordinators for the acquisition of bilingual school library materials?

6. What do: (A) the school librarians, and (B) the bilingual coordinators view as the school library's role in bilingual education? (C) Do these views differ significantly?
7. What do: (A) the school librarians/media specialists, and (B) bilingual coordinators consider as the best manner of implementing the school library's role in bilingual education? (C) Do these views differ significantly?

Significance of the Study

This study represents the first step in assessing the contribution of the school library to the success of bilingual bicultural education and in outlining the major difficulties in providing school library services and materials for bilingual and limited English speaking students. It will, hopefully, also serve to demonstrate the need for such library services in schools with language minority students and will act as a basis for developing guidelines as to the possible implementation of the school library's role in bilingual education.

Definition of Terms

Bilingual education. Bilingual education as cited in this study refers to the use of two languages to teach curriculum content in a school apart from the study of the languages themselves. Instruction in areas such as math, social studies and science is given in the child's native tongue while the child is acquiring skills in English, and a concerted effort is made to facilitate the child's native language development.

Bilingual education also includes in the curriculum the nonEnglish speaking child's historical, literary and cultural traditions in order to foster positive self concept and a feeling of belonging in the school setting (U.S. Commission on Civil Rights, 1975).

Limited English speaking ability. For the purposes of this study a student with limited English speaking ability has been defined as one who possesses no real ability to communicate English. Understanding, speaking, reading and writing are severely limited: simple sentences if spoken slowly may be understood, but no facility in the use of the English language as a medium of communication is present.

Bilingual. Although various definitions exist regarding bilingualism or degrees of bilingualism (see Haugen, 1953; Bloomfield, 1933; Mackey, 1962; Diebold, 1961) the term bilingual in this study has been used to denote a student whose native language is not English but who demonstrates degrees of competency in understanding, speaking, reading, and writing English. This broad classification includes those students who can communicate in English but are noticeably deficient in English language skills, as well as those who seemingly evince no problems with English but who are underachieving in school due to linguistic and cultural influences with learning. The term has not been used in this study to denote a student who is a perfectly balanced bilingual and who is fully and equally competent in both languages.

School Library/media center. The term school library/media center describes, in this study, the centralized collection of books in a school together with the school's multimedia and hardware holdings (Hostrop, 1973).

Services offered there are both those of the traditional library and those which incorporate use of media such as audiovisual or electronic materials. A further characteristic to be noted is that more students tend to use the library/media center for directed study rather than on a leisure reading basis--there is more resource use than study hall space (Hostrop, 1973).

CHAPTER II

LITERATURE REVIEW

Introduction

The role of the school library in bilingual education remains an area yet to be explored. Little research and few articles pertaining directly to the subject were found, although a number of resources were consulted including a search through the RIE system. In this chapter the review of the literature will therefore deal with the following three themes: (1) efforts to provide public library and information services to the nonEnglish speaking, (2) the status of school library services to bilingual and limited English speaking ability students, and (3) the implications of reading research for school library programs serving bilingual and limited English speaking ability children.

Public Library Services for the NonEnglish Speaking

The library, whether public or school, represents a wealth of information to which its users have access. There has been increasing concern among those in the library world, which has been expressed in the professional literature, that many groups such as the handicapped are not taking advantage of the services that libraries have to offer (Brown, 1971). This situation has resulted in a concerted effort on the part of public libraries to reach those "disadvantaged groups," among whom are counted those with a language barrier. Several of the successful projects which developed out of this effort will be presented in the following discussion.

Sheldon (1970), Bucy (1970) and Brown (1971) are among those who describe successful public library programs organized for Spanish speaking patrons. In Albuquerque, for example, Sheldon discusses the Los Griegos Branch of the Albuquerque public library system which has initiated a special program of service in response to the great number of Spanish speakers residing in the immediate area. Among activities offered at the library are dancing, storytelling, one-to-one tutoring, dramatics, and film showings. In all of these activities Mexican American cultural traditions are emphasized and the need for bilingual staff and materials is recognized. Sheldon also stresses the supportive role the library can play in encouraging groups to feel pride in their cultural heritage and language, and cites the need for more library schools to offer preparation to librarians to work with these linguistic and cultural minority groups.

A second successful program is described by Bucy (1970) who notes the efforts to provide library services to the Spanish speaking population in Denver. Through the use of a mobile unit (a bookmobile entitled Biblioteca Numero Cinco), a bilingual library program was extended to Spanish speaking patrons which included bilingual staff, materials, and services. The popular bookmobile stocked books, paperbacks, games, records and magazines in Spanish and English, and had a variety of programs such as art and guitar lessons, as well as classes in English and sewing. More significantly, the unit relaxed traditional library regulations in acknowledgment of the different lifestyles and cultural backgrounds of its users: registration was simplified, noise was not discouraged and overdue books were collected personally as fines were not charged. It was estimated at

the end of the first summer of operation that 70% of the circulation was to people new to the Denver Public Library.

A third public library project notable in its effort to serve the non-English speaking population is the South Bronx project, designed to reach out into Urban New York (Brown, 1971). Its single most successful element is the development of the "community liaison assistant" who is a Spanish speaking public relations figure establishing a connecting link between the neighborhood and the library. In this way the community is informed of library programs and the library is aware of the needs of the community. The South Bronx project began operations in an area where more than 200,000 Puerto Ricans were concentrated as well as other Spanish speaking groups. It was found that during 1967-68, the first year of the project, more than 16,000 people were introduced to the library through its 489 programs. The second year of programming saw over 45,000 people attending an estimated 990 library sponsored events (Brown, 1971). Among those services provided were English classes, materials on home and child care, storytelling, special cultural festivities and exhibitions, and information and counseling services.

Successful public library programs have also been organized for other nonEnglish speaking groups. Naumer (1974) cites several projects serving Native Americans, among them the Indian project of the Northeast Kansas Library. This program, begun in 1969, projected a five year plan of operation and stressed the establishment of a liaison between the library and community, the development of a communication center to include special training for librarians, the provision of special services, and the organi-

zation of a cultural awareness program. Other programs for Native Americans include bookmobile services offered in a number of places in the Southwest. In Arizona, a unit called the Four Corners Mobile Library service operates out of the Roxanne Whipple Memorial Library in Winslow (Naumer, 1974). Special to this program are its employees, two of whom are Native Americans, who use their bilinguality as a means of establishing rapport with the local citizens. Other notable public library projects dealing with the nonEnglish speaking are described by Smith (1974), Brown (1971) and Farrington (1974).

Considering the public library programs mentioned, it seems that the majority of these projects have several important characteristics in common which account for their success. In general, the library programs all recognize the need for: (1) having materials and services both in English and in the patrons' native language, (2) working closely with the community and being attuned to its needs, (3) hiring bilingual bicultural staff, and (4) modifying traditional library rules and regulations in response to the different cultures, backgrounds and lifestyles of potential library users.

Public libraries have thus demonstrated that the nonEnglish speaking public can be successfully reached. Improvements in library programs and services based on the cultural, linguistic and informational needs of those served has led to greater participation by linguistic and cultural minority groups (Vadala, 1970). The librarian naturally plays a crucial role in this effort by actively recruiting the nonEnglish speaking patron through acquiring more culturally and linguistic appropriate materials, publicizing available resources and maintaining flexibility in programs and media.

With regard to public relations both Haro (1970) and Macias (1970) stress the importance of the library taking the initiative in reaching out to the nonEnglish speaking community, and indicate that language may not be the only reason for nonuse of the facility by linguistic and cultural minorities. Using data from his survey on how Mexican Americans view libraries, Haro states that one reason the public library is not used by Mexican Americans and other groups is that it is frequently seen as a typical middle-class white institution. Thus there often exists a lack of understanding among the linguistic and cultural minorities as to the potential for library services, due partly to a culturally different view of public library services and partly to the failure of these libraries to make the community aware of their resources and relevance.

School Library Services to Bilingual and Limited English Speaking Ability Students

The need for school library programs for bilingual and limited English speaking ability students as well as for all culturally different groups has been voiced in the professional literature. Yet there are few sources which have actually developed comprehensive school library programs for such children. Those who have called attention to the lack of school library services to linguistic and cultural minority students include de Gerez (1967), the Library Institute held at Las Cruces, New Mexico (1970), Vaughn (1971), Fadiran (1976), and de Cuenca (1977). Actual studies assessing the condition of school libraries serving bilingual and limited English speaking ability students have been carried out by Haro (1970),

Wood (1973) and Farrington (1974). Finally, Dedeaux and Redmond (1973) describe an Illinois school library's attempt to deal with a large number of bilingual and limited English speaking ability students in the school's population.

A major problem frequently cited in serving bilingual and limited English speaking ability students is the lack of bilingual materials and staff available in the school library. In Books for Miguel, Toni de Gerez (1967) calls attention to the Spanish speaking child's need to experience his language and culture as an important part of the school process. School library efforts according to de Gerez, however, are largely limited to an occasional token Spanish language magazine or a shelf of books marked "books in Spanish." Thus de Gerez emphasizes the library's need to involve itself more actively with minority languages and cultures by providing Spanish and other language books and materials as a manner of course. These resources, moreover, should be of varied levels and interests as are the books and materials of the regular English collection.

In a similar manner, the library Manual for Providing Services to Indians and Mexican Americans produced by the library institute held at Las Cruces, New Mexico (1970) focused on improving staff and materials of school library programs in order to serve Mexican and Native American students more effectively. Participants in the institute felt that parents, teachers, administrators and librarians should cooperate to provide more worthwhile reading and media materials for linguistic and cultural minority students particularly in elementary schools. It was agreed that junior high, high school, college and public libraries could thus contribute

more effectively to the education of young people and adults when children have had the opportunity of growing up in a school with a good library. The importance of having bilingual materials and staff, of being attuned to reading levels and interests of students, and of using public relations in advertising what is available in the library were considered critical aspects of the school library's program.

A second point emphasized by those wanting to improve school library services to bilingual and limited English speaking ability students was the role of the school library in stimulating cultural pride and awareness of heritage for these students. The Las Cruces manual (1970) noted that a good school library program should help to establish cultural identity and a good self image for all children, particularly members of minority groups. Likewise, Vaughn (1971), offering suggestions to librarians in high schools with Native American Students, focused on the role and program of the high school library in promoting Indian culture and traditions. Important points made by Vaughn were that the librarian should have a knowledge of the community to be served as his first responsibility in developing a program in the school; the retention of cultural pride and awareness of heritage should be stressed as an important goal of the library; and the collection of materials should reflect the school library Bill of Rights policy to provide materials representative of the various religious, ethnic and cultural groups and their contribution to our American heritage.

A third facet of the school library in dealing with bilingual and limited English speaking ability students is that of its function in second

language acquisition and first language maintenance. Fadiran (1976) acknowledges the crucial role of the school library in an African school, where all subjects are taught in French rather than in native dialects. The importance of the school library in stimulating the natural inquisitiveness of the students was cited in the school library's effort to supplement second language learning and first language maintenance. Noted also by Fadiran was the function of the library in supplying students with culturally relevant materials.

Perhaps the best summary of the school library's need to improve programs for linguistic and cultural minorities and of its potential role in bilingual multicultural education is expressed by de Cuenca (1977). Addressing the issue of Puerto Ricans and Librarianship in New York, de Cuenca acknowledges that the high percentage of Puerto Rican children in New York City public schools (currently estimated at 25.3% of all school children) calls for special school library programs. Needed are materials and services in the students' own language, help in reading, and informational materials about their own and other cultures. According to de Cuenca, the essentials of a good school library program, supportive of bilingual education and of different cultural backgrounds are: (1) provisions made for enrichment and reinforcement of the pupil's experiences in both languages, (2) a good collection of media/materials relevant to the needs of the students, the community, the school and the experiences of the minority group, (3) a parental involvement program, (4) culturally sensitive bilingual library staff, (5) materials and information of all ethnic groups and (6) inservice training for school personnel on ethnicity.

Thus the need for better school library programs has been succinctly expressed. Studies actually assessing the condition of school library services to linguistic and cultural minorities, moreover, tend to underscore this need.

Robert Haro (1970) in his study of the attitudes of Mexican Americans toward libraries found that, in general, Spanish speaking people of the barrios and colonias were apathetic to both school and public libraries as they had limited access to information, little voice in the types of materials selected and poor service. In fact Haro cites that one reason for nonuse of public library facilities by this group was the bad experiences they have suffered in the school libraries. Haro also found that teachers and school librarians were unhappy about the lack of resources, facilities, and constructive programs available for linguistically "disadvantaged" Mexican children. Noted in the study were the rundown conditions of the school libraries in the barrio schools and of the strictly supervised noninnovative approach to library use. In these cases the library served primarily as a type of study hall where conversation, particularly in Spanish, was discouraged. Significantly then, in suggesting remedies for the situation, Haro calls for more school-public library cooperation with respect to bilingual and other resources, and for more Spanish speaking volunteers and librarians to provide services for the students.

In another survey of school library services to bilingual and limited English speaking ability students, Wood (1973) describes the condition of several public school libraries serving Native Americans on the Navajo Reservation extending through parts of New Mexico and Arizona. Among the

data reported was that there were no Navajo library professionals working in the reservation school libraries, although in some cases there were aides, most often being Navajo women. With respect to book collections, Wood states that although most include books on Indians and the southwest, there were few materials in the Navajo language. Moreover, when questioned as to problems regarding the library collections, all school librarians interviewed felt that there was a significant problem in that the majority of Navajo students could not read at their grade levels. Providing high interest low level materials for the students was extremely difficult as most of them were reading English as a second language.

Thus the school library has been slow both in realizing its importance in the education of the linguistically and culturally different, and in providing solutions. Having surveyed library services to Mexican Americans in the United States, Farrington (1974) states that while there is currently great concern for bilingual education, there is little or no inclination to include school libraries in the bilingual education projects. Farrington also feels that the scarcity of school library programs for Mexican Americans and the paucity of literature dealing with such programs indicates that they are not considered important in the educational process. It seems therefore that bilingual educators have not realized the potential contribution of the school library to the bilingual multicultural education of students nor to the success of their programs. This situation, morover, may lead to more library programs such as that described by Dedeaux and Redmond (1973), who take a different perspective of the role of the school library in serving bilingual and limited English

speaking ability students. While the authors need to be commended in that their library does acknowledge that bilingual and limited English speaking ability students have special needs, their view of the library's role in multicultural education is best expressed in their exhortation that the library of the future "will prove to be an even more influenctial instrument in serving to stir the melting pot" (Dedeaux and Redmond, 1973:490). In their school library, then, even though half the school speaks Spanish as a first language, only a small corner of the library has been designated as "bilingual" and Dedeaux and Redmond admit that in this section "very few" books are in Spanish. Moreover, no mention is made of developing reading ability in Spanish nor of the students' probable difficulty in reading English. With regard to culture, Dedeaux and Redmond do state that there are a number of "stories in English pertaining to children of Spanish speaking countries" but the authors fail to indicate their relevance, interest or worth to the children of their school. Thus, unless bilingual multicultural education and school library programs are aware of each other's needs and resources, they may well be working at cross purposes.

The Implications of Reading Research for School Library Programs Serving Bilingual and Limited English Speaking Ability Students

This section is concerned with the literature dealing with the importance of reading and language skills to educational success, and the role of the school library in promoting reading for those in the United States whose first language is other than English. A child's progress in school and

his chance of academic success are very heavily determined by his reading ability. The time and effort used to teach reading in the primary grades underscores its importance in the general education of the child. Good reading habits, therefore, are actively cultivated by teachers in their students with the school library an important figure in supplying books for all levels of development and interest. The importance of reading has been further emphasized by the Right to Read movement which is a national effort providing funds for the development and improvement of reading skills of all citizens.

Rossoff (1971) has emphasized that even at the earliest level children can benefit from the reading services of the school library. Students from the lower grades are taken to the school library for book selection, picture book hours and for story hours. According to Prostano and Prostano (1977) the reading program of a school represents the cooperative effort of the library and teaching staff which enables each student to get the materials needed. Finally, the school library is described by Dyer, Brown and Goldstein (1970) as fulfilling a psychological need of children for different books and information at different stages of reading development.

In an article dealing with reluctant readers, Chall and Marston (1976) note that there are various studies which indicate that the factors which figure importantly in what a person reads are: (1) accessibility, (2) readability, and (3) interest. While accessibility and interest are self explanatory, readability refers to how closely the linguistic difficulty of the printed material matches the reader's level of language proficiency and the style he prefers. The greater the similarities, the more probable it is that the material will be read. A book which is too difficult, therefore, will not

usually be read, even it interest level is high. Only when the first two conditions of accessibility and readability are met will interest determine what is read. Thus for the poor reader there is a discrepancy between those books that he can read and those that he would like to read if he were able. Chall and Marston further suggest that a child who faces language problems through limited knowledge of English is confined to a relatively few books that match his language ability and which are available. The difficulties in reading a child experiences when his language or dialect does not match that of the printed material have also been described by Goodman (1965). For bilingual and limited English speaking ability students, then, their level of language ability in English invariably determines their English reading skills. As a result of this, one implication for the school library serving such students would be to stock the English collection with high interest books of varying degrees of language difficulty. However a second and perhaps more important implication for the school library is to provide reading material in a student's native language. This is a suggestion which follows from the work of Modiano (1973) and Kaufman (1968), both of whom looked at beginning reading in a student's first language and its effect on the ability to read in a second language.

Modiano (1973) describes an earlier study which involved first and second language reading comprehension in the Chiapas highlands of Mexico. The results of the original investigation indicated that children learn to read with greater comprehension in a second language when they first become literate in their mother tongue rather than when they receive all instruction in the second language. Kaufman, moreover, in a study involving New York

junior high school students, found that improvement in native language reading ability transferred to reading ability in a second language. In this case Spanish dominant students who were poor readers in English improved reading skills in English through improvement of reading ability in Spanish. On the basis of this study Kaufman recommends that direct instruction in reading Spanish be offered to those who have retarded reading development in English. This would be both to improve reading ability in English, and because reading in Spanish is valuable in and of itself (Kaufman, 1968).

In view of the studies mentioned, it would appear that the school library, in its role of promoting reading and a lifelong love of books, would find it very important to include books for bilingual and limited English speaking ability students in their native languages. This would particularly be true of schools that had bilingual programs in which the children were learning to read first in their native tongue. Therefore one would expect the school library not only to provide multicultural material but bilingual collections as well for students whose first language is other than English. For these students it is an important and desirable goal to develop reading skills in their native language as well as in English. Hostrop (1973) lists the greatest cause of school dropouts as the inability to read, and bilingual and limited English speaking ability students are often among those who leave school. Thus it would seem that the role of the school library in promoting reading could be crucial to the educational development of these students, particularly when the library seeks to develop their first language reading skills as well as their English reading skills.

In sum, from the literature that has been examined it is evident that the school library has not realized its potential in the education of cultural and linguistic minorities. Even though successful public library programs have been instituted in many cities such as Denver, Los Angeles and New York, school library programs do not seem to have followed their example. While the positive effects of having bilingual staff, materials, and special services have been illustrated by these public library programs, few of these appear to be found in school libraries. Instead, there may be a prevalent attitude among school librarians that the role of their library with regard to bilingual and limited English speaking students is to impart knowledge of English and to indoctrinate students in American customs and culture.

The need for bilingual multicultural school libraries has been expressed in the literature by de Cuenca (1977), de Gerez (1967) and Vaughn (1971) among others. Similarly, work that has been done studying reading in first and second language has also been documented as providing strong motivation for a bilingual school library collection. Thus it would seem that a definite role for the school library does exist with respect to bilingual multicultural education. The remainder of this thesis will therefore be dedicated to investigating whether or not school libraries of Illinois are realizing their potential with regard to bilingual education. Even though the school library can figure very importantly in the education of linguistic and cultural minorities, from the literature reviewed there is reason to believe that the status of school library services to bilingual and limited English speaking ability students is minimal.

CHAPTER III

METHODOLOGY

Introduction

This chapter will describe the identification and selection of the subjects, the development of the questionnaires used in the study, the administration of the questionnaires, and the tabulation and analysis of the data gathered.

Subjects

The sample used in this study consisted of 140 schools who had bilingual bicultural programs throughout the state of Illinois. The selection of this sample required the use of two lists of bilingual bicultural programs in the state. The first list included all the bilingual bicultural downstate programs, defined as any program in the state outside of Chicago proper. The second list was comprised of all programs within the city of Chicago. Both lists were for fiscal year 1977-78 and included the names and addresses of the schools where the bilingual programs were located. There were 68 downstate programs and 137 Chicago projects on the two lists, for a total of 205 schools with bilingual programs.

An important purpose of the study was to solicit and compare both bilingual coordinators' and school librarians' views on the type and quality of school library services provided to bilingual and limited English speaking ability students, and on the library's potential role in bilingual education. Therefore, as two questionnaires would be sent to each school, it was necessary to reduce the number of schools in the

study so that the cost would not be prohibitive. This was accomplished by taking a random sample of the 137 programs listed in the city of Chicago, as it was felt that such a sample would give representative information of the status of school library services in that area. The method of determining the random sample was by means of a random number table. The final study, therefore, involved 140 schools, 68 of which were downstate programs, while 72 were from the city of Chicago.

The persons designated to receive the questionnaires were the co-ordinator of the bilingual program in each school and the head librarian/ media specialist at the same school.

Procedures

The instrument used in the study consisted of two questionnaires developed by the investigator. After careful consideration of the problem, it was determined that two questionnaires were needed in order to make comparisons as to the school librarians' versus the bilingual coordinators' views of the present and potential role of the school library in bilingual education.

The questionnaire that was developed for school librarians/media specialists (form SL), consisted of twenty-four questions designed to gather information about library resources, services and staff. It also focused upon the potential role of the school library in bilingual education as viewed by the library professional. On form SL questions were included as to the working relationship between library and bilingual project personnel as well as to problems of bilingual material acquisition

and processing. Finally, demographic data were solicited of the library staff regarding characteristics of the bilingual program and of the school in general.

The second questionnaire (form BC) was written for the bilingual coordinators. This instrument included questions as to library use by bilingual and limited English speaking ability students as well as questions defining the types of services, materials and resources offered by the library to these students. As on form SL, demographic data were also requested, as well as a description of the potential role of the school library in education as seen from the bilingual coordinators' point of view. Form BC contained twenty-one items.

While the two questionnaires followed the same general format and contained many of the same questions for comparison purposes, there were sections which differed as additional information peculiar to the position of librarian or bilingual coordinator was being sought. Table 1 illustrates the basic similarities and differences between the two questionnaires, which can be found in their complete form in Appendix C.

TABLE 1

Comparison Table of the Two Questionnaires Used in the Study

Sections of Questionnaires SL and BC	Questionnaire SL (School Librarians)	Questionnaire BC (Bilingual Coordinators)
Bilingual Program Information	Demographic data, Questions identical.	Demographic data, Questions identical.
Library Staff and Resources	Detailed questions about library staff, resources and services.	Simplified questions as to library staff and resources. One additional question on percent of culturally relevant material in the library.
Library Funding and Material Acquisition	Questions concerning frequency of professional contact and nature of contact with bilingual personnel. Special section of problems of bilingual materials acquisition.	Questions concerning frequency of professional contact and nature of contact with library staff. Additional question on using Title VII funds for library purposes.
Library Use	Section not included on Questionnaire SL.	Questions pertaining to use of library by limited English speaking ability and bilingual students. Special section on potential barriers to school library use by these students.
The School Library in Bilingual Education	Role of the school library in bilingual education solicited. Questions identical.	Role of the school library in bilingual education solicited. Questions identical.
General School Information	Demographic data. Questions identical.	Demographic data. Questions identical.

The persons designated to receive the questionnaires were the coordinator of the bilingual program in each school and the head librarian/media specialist at the same school. School librarians received questionnaire SL and bilingual coordinators received form BC. Since a list of the current names of professionals occupying these positions was unobtainable, the questionnaires were sent to the particular schools addressed to the position of bilingual coordinator and head librarian/media specialist. The questionnaires were sent via U.S. mail, with the first mailing taking place on April 19, 1978. In the first mailing 280 forms were sent out, equally distributed between bilingual coordinators and school librarians/media specialists. Although two questionnaires thus went to each of the 140 schools in the study, the forms were mailed separately to the bilingual coordinators and to the school librarians in the study. Each party, however, was aware that the other had received a similar questionnaire. Finally, the questionnaires were accompanied by cover letters explaining the importance of the project.

When the rate of return had fallen to one questionnaire every two days, a second mailing was undertaken which was completed on May 15, 1978. In the second mailing 165 additional questionnaires were sent out to those who had not responded to the first mailing.

Statistical Treatment

According to Borg and Gall (1973), relatively simple analyses can often best be accomplished using a desk calculator. Thus, while the instrument was computer coded for potential use of the SPSS package, the tabulations

frequency counts, and statistical procedures were performed by the investigator. The statistical analyses carried out on the data were: (1) frequency counts and adjusted percentages, and (2) chi square analyses.

The adjusted percentages were calculated using the number of actual responses to a certain question rather than the total number of questionnaires received. The chi square analyses were applied to research questions six and seven to test the independence of the views of the school librarians and the bilingual coordinators with regard to the role of the school library in bilingual education and to the best implementation of this role. In the chi square analyses the Yates correction $\chi^2 = \frac{\Sigma[|O-E| - .5]^2}{E}$ was used because of the single degree of freedom (Ary and Jacobs, 1976). The .05 level of statistical significance was used in all tests.

CHAPTER IV

FINDINGS

Introduction

Previous chapters have been concerned with the identification of the problem, the organization of the study, and the methods used in the research. This chapter will present the results of the data gathered from the administration of the two questionnaires, as relevant to the research questions asked.

Responses to each of the items on the questionnaires were tabulated and adjusted percentages computed. These adjusted figures represent the number of subjects actually responding to a particular item rather than to the total number of questionnaires returned. In each table the number upon which the percentages are based is always given. Finally, in the examination of the data pertaining to research questions six and seven, chi square analyses were performed to determine whether or not there was a significant difference between the responses of the bilingual coordinators and the school librarians. In all statistical tests the .05 level of significance has been used.

Note: For brevity throughout the text, the questionnaire administered to the school librarians will be denoted as (SL), and the questionnaire given to the bilingual coordinators will be referred to as (BC).

Response Rate to the Questionnaires

In the first mailing 280 questionnaires were sent out. Of these 115 were returned, 63 from bilingual program coordinators and 52 from school

librarians/media specialists. In the second mailing 165 additional questionnaires were sent out to those who had not responded to the first mailing. This second effort resulted in 73 more returns, 44 from bilingual coordinators and 29 from school librarians. The total response rate for the study reached 188 questionnaires returned, or 67.1%. However there was a difference in response rates for bilingual coordinators and school librarians; 76% of all the bilingual coordinators returned the questionnaires, while only 57.1% of school librarians returned their forms. (Table 2)

TABLE 2

Questionnaire Response Rates

	School Librarians	Bilingual Coordinators	Total
Number of questionnaires sent out	140	140	280
Number received, first mailing	52	63	115
Number received, second mailing	29	44	73
Total number of questionnaires received	81	107	188
Response rate expressed in percent	57.1%	76.4%	67.1%

Of the total 188 questionnaires returned, 130, or 69% were from bilingual coordinators and school librarians at the same school. The remaining 58, or 31%, represented unmatched forms returned by either a school librarian or a bilingual coordinator for a school, but not both. (Table 3)

TABLE 3

Identification of Respondents

	N=188	(%)
Number of questionnaires returned by both bilingual coordinators and school librarians of a particular school	130	69
Number of questionnaires returned by school librarians only	16	8.5
Number of questionnaires returned by bilingual coordinators only	42	22.3

Excluded from analysis were the following: Five respondents of the 188 questionnaires received stated that their school had no bilingual program, and three schools returned blank forms because they had no centralized school library.

Demographic Data

Even though the questionnaires were administered to different groups (school librarians vs. bilingual coordinators), they were sent to the same schools. Therefore the demographic data obtained from both forms is very similar. The analysis of relevant demographic data revealed the following: The majority of the bilingual programs surveyed in the schools had been in operation for four years or more (68.4%,SL), and (61.9%, BC). The size of the bilingual program ranged from averages of 153.9 students (SL) to 147.7 (BC). In both questionnaires the language highest in frequency was listed as Spanish, 89.9% (SL), and 90.5% (BC). Korean was the second most frequently found language background with school librarians reporting 3.8% and bilingual coordinators 2.8%.

With regard to the school themselves, a majority on both questionnaires claimed to be just one of several schools in the district where bilingual programs were in operation. Only 29.7% (SL) and 38.9% (BC) stated that theirs was the school where the district's central bilingual program was located. A greater number of schools responding were also classified as elementary schools. On the questionnaire returned by school librarians, 58.7% of the responses were from elementary schools; for bilingual coordinators the figure was 70.7%. High schools made up 28% of the returns for the SL group and 14% for the BC. The average size reported for the elementary schools was 597.5 students (SL) and 715.8 (BC). Finally, high schools numbered 2000.5 students on questionnaires returned by school librarians, and 2129 on questionnaires returned by bilingual coordinators.

The following section will present the analysis of the data as relevant to the research questions asked.

Do school libraries provide bilingual books/materials to bilingual and limited English speaking ability students enrolled in bilingual programs in Illinois?

Results indicate that bilingual books and materials are provided in the majority of school libraries serving bilingual and limited English speaking students. 85.5% of school libraries (SL) and 69.6% of school libraries (BC) were described as having bilingual books and materials. However these materials exist in very limited quantities and varieties in the libraries, and are seldom in proportion to the number of bilingual and limited English speaking ability students in the school. The location of the main collection of bilingual school library materials was reported to be the bilingual classrooms by over half of the respondents on both questionnaires. (Table 4)

TABLE 4

The Availability of Bilingual Books and Materials in School Libraries in Illinois

Availability of Bilingual Books and Materials	School Librarians *N	School Librarians (%)	Bilingual Coordinators *N	Bilingual Coordinators (%)
Bilingual books and materials are available in the school library	76	85.5	102	69.6
The school library is cited as the location of the main collection of bilingual library books and materials	75	30.7	104	12.5
The bilingual classrooms are cited as the location of the main collection of bilingual books and materials	75	45.3	104	59.6
The school library bilingual collection is listed as less than 1% of total library collection	64	45.3	78	47.4
The school library bilingual collection is listed as 2-5% of total library collection	64	39.1	78	32.1
Books are listed as part of the school library's bilingual collection	63 **	100.0 **	———	———
Bilingual reference materials are listed as part of the school library's bilingual collection	63 **	58.7 **	———	———
Bilingual newspapers are listed as part of the school library's bilingual collection	63 **	15.9 **	———	———
Bilingual magazines are listed as part of the school library's bilingual collection	63 **	39.7 **	———	———

*N represents the varying number of school librarians and bilingual coordinators actually responding to each question of this section.

** Questions asked only of school librarians/media specialists.

As noted in Table four, school librarians claimed to have bilingual materials in 85.6% of the libraries. Yet 84.4% of these libraries count bilingual resources as below 5% of total resources, when the students in the bilingual program represent, on the average, 14.3% of the schools' populations. It is also important to note that the figure indicated for the bilingual coordinators is 30.4% for libraries with no bilingual materials as compared to the 14.5% estimate for the school librarians.

The types of bilingual materials reported to be in libraries indicating bilingual collections were mainly books. Spanish was reported to be the most frequent language material available. Of the school libraries that stated that they had bilingual resources, 100% (SL) reported availability of Spanish language books. Yet in these same libraries materials such as Spanish language newspapers were only offered in 15.9% (SL) of the cases, and magazines in only 39.7% (SL). Reference material, moreover was only provided by 58.8% (SL) of those libraries who stated that they had bilingual resources.

Do school libraries provide bilingual services to bilingual and limited English speaking ability students?

Very few bilingual services were reportedly offered in school libraries in Illinois. In libraries that normally offered services in English such as reference assistance, reading guidance and tours/instruction in library use, only an average of 25% extended these same services bilingually. In almost half of the libraries surveyed no services were extended to bilingual and limited English speaking ability students in their native language (Table 5).

TABLE 5

Bilingual Services Available in School Libraries

Bilingual School Library Services Available	Percent of School Librarians N=75	Percent of Bilingual Coordinators N=99
Reference Assistance	25.7*	35.4
Reading Guidance	28.3*	26.0
Storytelling	19.1*	28.1
Tours/Instruction in Library Use	24.6*	27.1
No bilingual services offered by school library	——**	41.6

* For school librarians these figures are the percentages of libraries normally offering a particular service in English that also offer the service bilingually.

** Question not asked of school librarians.

Bilingual coordinators stated that 41.6% of the libraries offer no services in the students' native language. They also noted that only 35.4% offered such basics as reference assistance bilingually and 26.0% of the libraries provided bilingual reading guidance. School librarians reported that the most frequently offered service was reading guidance. Of the libraries that normally provided this service in English, 28.3% offered it in another language. Bilingual reference assistance, according to the analysis of the same (SL) data was similarly infrequent. According to school librarians, only 25.7% of schools who normally offered this service in English extended it in another language.

Do school libraries provide bilingual staff for bilingual and limited English speaking ability students?

With regard to library staff, almost no bilingual library staff, either professional or auxiliary were available to work with bilingual and limited English speaking ability students. While all the schools in the study have bilingual programs, bilingual coordinators stated that only 13.3% of the school libraries provided professional or auxiliary bilingual library staff. School librarians listed the figure at 24.7%. However, of the 24.7% of the school libraries (SL) who claimed bilingual personnel, 56.7% of these staff members were professional while 42.3% were auxiliary. Moreover, considering the total number of library staff members in the schools, the (SL) data showed that only 13.3% of all the professionals, and 7% of all the available auxiliary library staff were bilingual. (Table 6)

TABLE 6

The Status of Bilingual School Library Staff

Bilingual School Library Staff	Percent of School Librarians N=77	Percent of Bilingual Coordinators N=100
School libraries reported to have bilingual library staff	24.7	13.3
Proportion of total number of school library professional staff that are bilingual	13.3	——*
Proportion of total number of school library auxiliary staff that are bilingual	7.0	——*

* Questions not asked of bilingual coordinators.

What is the frequency of the professional working relationship between bilingual program personnel and school library staff?

Professional contact is not frequent in the majority of schools participating in the study. According to the data received, it appears that in only 20-38% of the case did frequent professional contact between staffs occur. Moreover, when the figures for professional contact were collapsed into two categories of often-sometimes and seldom-never, fully half (51.5%) of the bilingual coordinators reported that they had infrequent or no professional contact with library staff members. Of the school librarians, 31.5% reported seldom or no contact with bilingual personnel. (Table 7)

TABLE 7

Professional Contact Frequency Between Library and Bilingual Staffs

Frequency of Professional Contact Between Staffs	Percent of School Librarians N=73		Percent of Bilingual Coordinators N=99	
Often	38.4		20.2	
Sometimes	30.1		28.3	
Seldom	16.4	31.5	23.2	51.5
Never	15.1		28.3	

What is the nature of the professional working relationship between bilingual program personnel and school library staff?

When there was professional contact between staffs, the greatest cooperation was evident in bilingual materials selection and acquisition. Of the school librarians who reported contact with bilingual personnel, 76.6% stated that the bilingual program members offered assistance in selection and acquisition of bilingual school library materials and 62.5% of the bilingual coordinators indicated that the library staff helped them in selecting and acquiring bilingual materials. (Table 8)

TABLE 8

Nature of Contact Between Bilingual and Library Staffs

Nature of Contact	Percent School Librarians N=64	Percent of Bilingual Coordinators N=80
Bilingual personnel offer general assistance in acquisition of bilingual materials	76.6	——— *
Bilingual personnel assist in bilingual materials evaluation	53.1	——— *
Bilingual personnel make specific recommendations for bilingual materials acquisition	75.0	——— *
Bilingual personnel arrange to help provide library services for bilingual and limited English speaking ability students	57.8	——— *
Bilingual personnel arrange for bilinguals to supplement library staff	14.8	——— *
Library staff assist in bilingual material selection and acquisition	——— **	62.5
Library staff assist in bilingual materials evaluation	——— **	26.3
Library staff arrange to provide special library services for bilingual and limited English speaking ability students	——— **	42.5

* Questions not asked of Bilingual Coordinators.

** Questions not asked of School Librarians.

In some cases where contact was present there was mutual cooperation in arranging for special library services for bilingual and limited English speaking ability students. The library staff indicated that in 57.8% of the cases where professional contact between staffs existed, bilingual personnel helped to provide such services. Of the bilingual coordinators, 42.5% reported that when contact did exist, library staff helped to arrange special library services for children in the bilingual program. With regard to materials evaluation, however, only 26.3% of the bilingual coordinators reported that they could count on library staff assistance in bilingual materials evaluation. Likewise a mere 14.8% of the library staff reported that they could expect the bilingual department to help them out by arranging for bilinguals to supplement the library staff.

What are the patterns of school library use for bilingual and limited English speaking ability children enrolled in a bilingual program?

Bilingual coordinators reported normal usage of school library facilities for the students enrolled in the bilingual programs. The most frequently cited reason for going to the library was for classroom assignment, followed by recreational reading and information and reference. (Table 9)

TABLE 9

Frequency and Main Reasons for School Library Use Among Bilingual and Limited English Speaking Ability Student

Frequency and Reasons for Library Use	Percent of Bilingual Coordinators* N=96
School library used once a week	45.8
School library used 2-5 times a week	37.5
School library used less than once a week	16.6
Main reason for library use cited as classroom assignment	24.7
Main reason for library use cited as recreational reading	18.6
Main reason for library use cited as information/reference	12.3
Main reason for library use cited as a combination of recreational reading/ information/reference classroom assignment	31.9
Reasons other than above cited as motive for school library use	12.4

* Questions asked only of bilingual coordinators

Approximately 45.8% of the bilingual coordinators stated that their students used the library once a week on the average, while 37.5% reported more frequent usage of two to five times a week. Only 16.6% (BC) felt that bilingual and limited English speaking ability children seldom or never used the library. This is an interesting finding, especially since 30.4% of the bilingual coordinators reported that the school library had no bilingual materials.

What barriers, if any, exist to effective school library use by bilingual and limited English speaking ability students?

Bilingual coordinators were asked a special question on their questionnaire regarding any perceived barriers to effective library use by the students in the bilingual program. The question was open-ended, and respondents were to write in any comments felt appropriate. On the basis of this question, bilingual coordinators reported that the two greatest obstacles to effective library use by bilingual and limited English speaking students were: (1) lack of bilingual materials in the school library, and (2) lack of bilingual library staff. (Table 10)

TABLE 10

Major Barriers to Effective School Library Use by Bilingual and Limited English Speaking Ability Students

Major Barriers	Bilingual Coordinators* N=89	
Total number of barriers cited	126	(%)
Lack of bilingual materials in the school library	56	62.9
Lack of bilingual library staff	34	38.2
Lack of funds	9	10.1
Students' lack of library training	7	7.9
Negative attitudes/lack of understanding of bilingual and limited English speaking ability students on the part of the library staff	5	5.6
Lack of time within the bilingual program to use the library	4	4.5
Students' undeveloped reading skills in English and native language	3	3.4
Lack of coordination between library and bilingual program staff	2	2.3
Frequent relocation of bilingual program	2	2.3

* Questions asked only of bilingual coordinators. The question was open-ended; 89 bilingual coordinators responded and listed a total of 126 barriers.

In general, the barriers to effective school library use by bilingual and limited English speaking ability students seemed to fall into several categories. These included problems with: (1) materials; (2) the library staff; (3) the bilingual program; (4) the bilingual and limited English speaking ability students' awareness of the library; and (5) the library staff's attitudes towards these students and toward the bilingual program.

Materials: Most frequently cited as the greatest barrier of all to effective school library use was the lack of bilingual materials in the library. Fifty-six coordinators noted the need for more bilingual media, especially for more reference material in both the students' native language and in simplified English. Similarly listed as a problem by four coordinators was a "language barrier" preventing bilingual and limited English ability speaking students from effectively using the library. While not actually stating the need for more bilingual bi-cultural materials these four coordinators implied the lack of such media in that students not having a command of English were barred from meaningful school library participation.

Library Staff: The second most frequently cited barrier to effective school library use by bilingual and limited English speaking students was the lack of bilingual staff in the school library. Thirty-four bilingual coordinators felt that not having bilingual library staff presented an obstacle to their students. Other coordinators also noted that the library staff, while sensitive and competent, simply had not been made aware of the special needs of bilingual and limited English speaking ability students, and that the lines of communication between the school library

and the bilingual department were not well established. As a more general comment, the need for better trained library staff in elementary schools was expressed by several respondents.

Program: In several cases, barriers to effective library use were felt to be due to problems of the bilingual program itself. Four coordinators cited lack of time for their students to use the library, due to the structure of the bilingual program. Thus coordinators commented that the frequent relocation of the program from school to school prevented the development of a good library program for their students. A third major barrier to meaningful library use was listed as a general lack of funds both for the school library and for the bilingual project. One bilingual coordinator stated that her supervisor in school refused to let bilingual materials money be spent on buying library materials. Another comment made by three bilingual coordinators was that the bilingual classrooms often were serving as self contained libraries for the students in the program so that the central school library felt little or no responsibility for these students.

Students: A problem cited as an obstacle to school library use relating to the students themselves, was that outside of a language barrier, bilingual and limited English speaking ability students frequently lacked knowledge of how to use the library. Seven bilingual coordinators cited unfamiliarity with the school library and its resources as blocking their students use of the facility. A second comment made by three bilingual coordinators was that reading skills in both English and the students' native language were often so underdeveloped as to present an obstacle

to school library use. However, it is interesting to note that motivation or lack of motivation was cited only once as an interfering factor.

Library Staff Attitudes: Two interesting comments were also made by bilingual coordinators regarding the library's attitude towards bilingual education. One case cited the negative attitudes taken by the school library staff toward the bilingual bicultural program as an obstacle to library use. Another bilingual coordinator remarked that libraries in general were not ready for the influx of many languages, and tended to regard the situation of bilingual and limited English speaking ability students as a temporary one. The students will either move away or learn English. Also noted by several bilingual coordinators was the lack of concern and/or understanding evinced by many of the library staff concerning the special educational needs of bilingual and limited English speaking ability students.

Does selection tool availability or quality pose any problem for school librarians in the acquisition of bilingual school library materials?

The majority (72.6%) of the school librarians reported that their school libraries did receive bibliographic selection tools for acquiring bilingual library materials. However only 19% of those receiving such tools rated them as very helpful in bilingual library material selection. The remaining respondents (80.8%) rated their selection rools as somewhat to not very helpful. Less than one-fifth of the school librarians expressed satisfaction with the tools that they had. (Table 11)

TABLE 11

Schools Receiving Tools for the Acquisition of Bilingual School Library Materials and How These Tools are Rated

Schools Receiving Tools and Tool Rating	Percent of School Librarians* N=58	
Schools receiving tools for acquisition of bilingual school library materials	72.6	
Acquisition tools rated as very helpful	19.0	
Acquisition tools rated as somewhat helpful	56.7	80.8
Acquisition tools rated as not very helpful	20.7	
Acquisition tools rated as not at all helpful	3.4	

* Questions asked only of school librarians.

What, if any, are the special characteristics of bilingual library materials that may present problems for school library acquisition?

The major findings evident with regard to bilingual materials are that: (1) they are not easily located for purchase; and (2) they are not of as good a quality as comparable materials in English. Of the school librarians participating, 63% felt the above statements to be true. In addition, 57.8% of the school librarians reported that bilingual materials were not easily acquired by the library, and 59.2% felt that such materials were more difficult to process and evaluate than materials in English. (Table 12)

TABLE 12

Characteristics of Bilingual Library Materials

Bilingual Material Characteristics	N	Percent of School Librarians*
Bilingual materials are:		
Not easy to locate for purchase	71	63.4
Generally not of as good quality as regular materials in English	68	63.2
Not easily acquired by the school library	71	57.8
Usually more expensive than equivalent materials in English	69	50.7
More difficult to process and evaluate than are materials in English	71	59.2

* Question asked only of school librarians.

What Are the Barriers to the Acquisition of Bilingual School Library Materials?

On this open-ended question where original comments were solicited, school librarians cited most frequently as obstacles to bilingual materials acquisition: (1) lack of funds; and (2) lack of good selection tools. (Table 13)

TABLE 13

Major Barriers to the Acquisition of Bilingual School Library Materials

Major Barriers		School Librarians* N=65
Total number of barriers cited	70	(%)
Lack of funds	28	43.0
General lack of selection tools	13	20.0
Lack of materials at various levels of interest and ability	9	13.8
Poor physical quality of materials	8	12.3
Difficulty in obtaining materials after order is placed	5	7.7
Lack of bilingual materials on approved selection list	2	3.1
Variance in bilingual language backgrounds of students from year to year	2	3.1
Small number of bilingual students (too few to warrant school bilingual material acquisition policy)	2	3.1

* Question asked only of school librarians. The question was open-ended; 65 librarians responded and listed a total of 70 barriers.

School library/media specialists reported various difficulties in the acquisition and purchase of bilingual library materials, and made many helpful suggestions on the questionnaire. The problems presented could generally be classified under the following headings: (1) funds; (2) selection tool adequacy; (3) material quality; and (4) bilingual program characteristics.

Funds: Twenty-eight of the school librarians replied that a very great obstacle to the purchase of bilingual school library materials was money. Various commented that there were no special funds for the acquisition of such materials and that often bilingual media were more expensive than regular materials in English.

Selection Tool Adequacy: The second most important barrier involved selection tools, as thirteen school librarians felt that the tools for bilingual library materials were inadequate. Reasons cited most often to support this contention were that: (1) few lists were annotated providing the purchaser with an idea of content; (2) materials on the list generally had not been evaluated; (3) many lists were not in English and did not have translations or English supplements; and (4) few lists noted appropriate reading or grade levels of materials. School librarians/media specialists also commented that, in general, there were too few tools available for the selection of bilingual library materials, a reflection perhaps of the lack of representative bilingual publishing companies. In addition, two professionals cited the absence of bilingual materials on the "approved selection" list for their school or school system as a major difficulty in the acquisition of such materials.

Materials Quality: The third most frequent complaint about the problems of purchasing bilingual materials was that the physical quality of the materials (especially printed media) was very poor. School librarians noted that the general workmanship of such materials was usually inferior, leading to extra money having to be spent in new bindings before the books could be circulated. Seven school librarians cited the general scarcity of bilingual library materials as another obstacle to their purchase. According to the librarians, there is an urgent need for more such media especially at varied levels of interest and reading ability. Middle and high school library professionals particularly called for more books of high teenage interest but low level reading ability, and for nonfiction material to match U.S. curriculum needs. In addition to the lack of material, five respondents stated that even when located and ordered bilingual materials were difficult to obtain, being often out of stock or undelivered, as there are few American publishers who handle foreign language materials.

Bilingual Program Characteristics: In several cases where the bilingual program was new or extremely small, librarians indicated that because there were so few bilingual students, the library did not consider it wise to invest in bilingual materials. Two media professionals also expressed the view that there would be variation in cultural and language backgrounds from year to year among the bilingual students in the program and that this prevented an active bilingual materials acquisition policy. One further important observation, made by two school librarians/media professionals, was that the bilingual programs in their schools were

self contained and that the lack of communication/general contact between library staff and bilingual program personnel presented a very great barrier to bilingual library materials and services.

What sources of funding are listed by school librarians/media specialists for the acquisition of bilingual school library materials?

The school budget allotment was listed by the school librarians/media specialists as the most frequent source of money for bilingual materials acquisition. This was followed by Title IVB funds and Title I moneys, both provided for by the Elementary and Secondary Education Act originally passed in 1965. In only 7.8% of the cases were Title VII (bilingual project) funds listed by school libraries as a source of money for bilingual materials acquisition. Furthermore, 8.3% of all school librarians responding to the question stated that there were no sources of funds for such library materials.

What sources of funding are listed by bilingual coordinators for the acquisition of bilingual school library materials?

The school budget allotment was also listed by the bilingual coordinators as the most frequent source of money for bilingual library material acquisition. Fully 63.5% of the bilingual coordinators indicated, as well, that they did not know if Title VII project funds could be used for bilingual school library material acquisition. Furthermore, 20.2% of all the bilingual coordinators responding felt that there were no sources of funds to their knowledge that could be used for this purpose. Only 17.7%

of the coordinators were aware of the possibility of transferring Title VII bilingual program funds to the library for the purchase of bilingual school library materials. (Tables 14 and 15)

TABLE 14

Sources of School Library Funds for the Acquisition of Bilingual School Library Materials

Sources of School Library Funds for Bilingual Material Acquisition	Percent of School Librarians N=72	Percent of Bilingual Coordinators N=99
School budget allotment	48.7	45.6
Title VII funds	7.8	11.4
Title II	3.5	4.4
Title I	10.4	12.2
Other:		
Title IVB	24.3	14.9
State bilingual funds/grant	0.0	7.9
No source of funds available	8.3	20.2
Don't know	———	7.1 *

* Don't know option provided only on the questionnaire for bilingual coordinators.

TABLE 15

Opinions Regarding the Transfer of Title VII Bilingual Program Funds to the Library for the Acquisition of Bilingual Library Materials

Opinions Regarding Funds Transfer	Percent of Bilingual Coordinators* N=96
Title VII project moneys can be channeled to the library for the acquisition of bilingual materials	17.1
Title VII project moneys can not be channeled to the library for the acquisition of bilingual materials	14.6
Don't know	63.5
Not eligible for Title VII funds	4.1

* Question asked only of bilingual coordinators.

What do school librarians/media specialists view as the school library's role in bilingual education?

For school librarians, the role of the school library in bilingual education was most heavily characterized by: (1) helping bilingual and limited English speaking ability students to learn English (94.7%); and (2) trying to develop reading skills of these same students in English (94.7%).

What do bilingual coordinators view as the school library's role in bilingual education?

Bilingual coordinators most often cited as crucial to the school library's role in bilingual education: (1) helping bilingual and limited English speaking ability students maintain pride in their native culture; (2) helping these students develop a positive self concept (88%); and (3) teaching them about American culture and customs (88%). (Table 16)

TABLE 16

The School Library's Role in Bilingual Education

Role of the School Library in Bilingual Education	School Librarians *N	School Librarians %	Bilingual Coordinators *N	Bilingual Coordinators %	X^2
To help bilingual and limited English speaking ability students develop a positive self concept	75	90.7	100	88.0	.3830
To teach bilingual and limited English speaking ability students about American culture and customs	75	88.0	100	88.0	.0000
To help bilingual and limited English speaking ability students maintain pride in their native culture	75	89.4	100	92.0	.6936
To help bilingual and limited English speaking ability students to learn English	76	94.7	100	72.0	15.16 **
To help bilingual and limited English speaking ability students maintain native language skills	76	57.9	100	66.0	1.22
To develop reading skills of bilingual and limited English speaking ability students in English	76	94.7	100	77.0	10.62 **
To develop reading skills of bilingual and limited English speaking ability students in their native language	76	52.6	100	64.0	2.098

* N represents the varying number of school librarians and bilingual coordinators actually responding to each section of this question.

** Statistically significant at the .05 level.

Do school librarians and bilingual coordinators have differing views regarding the school library's role in bilingual education?

The views of the school librarians and bilingual coordinators differed significantly with regard to the role of the library in helping bilingual and limited English speaking students learn English, and in developing reading skills of these students also in English. A chi square analysis, statistically significant at the .05 level indicated that a greater number of school librarians than bilingual coordinators felt that the role of the library was to encourage English speaking and reading skills over such skills in a student's native language. Other differences in views, while not significant at the .05 level, did indicate a noticeable tendency for bilingual coordinators to emphasize the library's role in the development of language and reading skills in a bilingual and limited English speaking ability student's native language.

What do the school librarians/media specialists consider to be the best manner of implementing the school library's role in bilingual education?

School librarians most frequently agreed that: (1) acquiring more bilingual library materials (86.7%); and (2) acquiring more easy to read materials in English, together with encouraging students to develop reading skills in English (85.9%), were vital to the implementation of the school library's role in bilingual education.

What do bilingual coordinators consider to be the best manner of implementing the school library's role in bilingual education?

Bilingual coordinators agreed most often that the best means of implementing the school library's role in bilingual education was: (1) by acquiring more bilingual materials (91.9%); and (2) by having bilingual person(s) on the library staff. (Table 17)

TABLE 17

The Best Manners of Implementing the School Library's Role in Bilingual Education

Method of Best Implementing the School Library's Role in Bilingual Education	School Librarians *N	School Librarians %	Bilingual Coordinators *N	Bilingual Coordinators %	χ^2
By having bilingual person(s) on the library staff	73	58.9	98	80.6	9.708 **
By acquiring more bilingual library materials	75	86.7	99	91.9	1.278
By offering more library services to bilingual and limited English speaking ability students in their native languages	74	55.4	98	70.4	4.082 **
By offering services/materials in English only but also providing tutoring/instruction in the English language as part of library programs	75	29.3	98	27.6	.0964
By having more formal contact between staffs	75	60.0	98	43.8	4.3804 **
By involving a parents' group to help with library activities	74	44.6	99	54.1	1.442
By having the bilingual education department take more responsibility for providing library services to bilingual and limited English speaking ability students	72	59.7	98	52.0	1.026
By acquiring more easy to read materials in English and encouraging students to develop reading habits and skills in English	71	85.9	99	75.8	2.5698

* N represents the varying number of school librarians and bilingual coordinators actually responding to each section of this question.

** Statistically significant at the .05 level.

Do school librarians and bilingual coordinators have differing views regarding the best manner of implementing the school library's role in bilingual education?

A chi square analysis demonstrated that school librarians and bilingual coordinators do differ in their view of three approaches to the school library's role in bilingual education. At the .05 level it was evident that bilingual coordinators as a group considered: (1) having bilingual library staff, and (2) offering more library services to bilingual and limited English speaking ability students in their own languages, as significantly more important than did school librarians. More professional contact between staffs, on the other hand, was considered more important by library staff members than by bilingual personnel (also at .05 level of significance), as a means of implementing the school library's role in bilingual education. There was also a definite trend for school librarians to view as more important in the school library's contribution to bilingual education: (1) the acquisition of easy to read materials in English, and (2) the encouragement of bilingual and limited English speaking ability students to develop reading habits and skills in English.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

The purpose of this study has been to gather information about the role of the school library in bilingual education programs in Illinois. Data concerning bilingual materials, services and staff were amassed as well as information about funding, library use by bilingual and limited English speaking ability students, problems of bilingual materials acquisition, and frequency and nature of professional contact between bilingual project and library staffs. The potential role of the school library in bilingual education was also examined (perceived by both bilingual coordinators and school librarians) as well as the best means of implementing this role. It was hoped that through this study an evaluation could be made of the current status of school library services to bilingual and limited English speaking ability students and that suggestions might emerge for a potential plan of future library programs for these children. In this chapter a summary and discussion of the findings of the study will be presented.

Summary of Findings

The analysis of the data revealed the following results.

Bilingual books and materials are provided in the majority of school libraries in schools which have bilingual programs. They exist however, in severely limited quantities and variety and are seldom in proportion to the number of students using them. Consistent with these findings, moreover,

is that half of the respondents on both questionnaires listed the bilingual classrooms as the location of the main collection of bilingual school materials.

Few school library services are offered bilingually and in approximately half of the libraries surveyed no services were extended to bilingual and limited English speaking ability students in their native languages.

Very few bilingual school library staff, either auxiliary or professional, have been provided to work with bilingual and limited English speaking ability students. Only 13.3%-24% of the libraries responding offered such personnel.

Bilingual coordinators report normal usage of school library facilities for their students with the most frequently cited reasons for going to the library as classroom assignment and recreational reading. While a variety of barriers to effective school library use by bilingual and limited English speaking ability students were suggested by the bilingual coordinators on an open question of the form, two major obstacles were agreed upon. These were lack of bilingual materials in the school library and lack of bilingual library staff.

Frequent professional contact between library and bilingual program staffs was not usual, occurring in the majority of schools participating in the study in only about 20-38% of the cases. Fully one half (51.5%) of the bilingual coordinators report professional contact with school library staff seldom or never. When contact is made between staffs, it is typified most frequently by mutual assistance in the acquisition and selection of bilingual materials. However it appears that the staffs cooperate i

providing special library services for bilingual and limited English speaking students in fewer than half of the schools.

The majority (72.6%) of school libraries receive bibliographic selection tools for acquiring bilingual library materials. However only 19% of those receiving such tools rated them as very helpful in bilingual library material selection. Findings illustrated, moreover, that bilingual materials are not easy to locate for purchase, nor are they of as good a quality as comparable materials in English. While many barriers to the acquisition of such materials were listed by the school librarians on an open question of the forms, the two greatest problems cited were lack of funds and selection tool inadequacy.

The school budget allotment was listed by both school librarians and bilingual coordinators as the major source of funds for bilingual school library materials acquisition, followed by Title IVB and Title I moneys. Fully 8.3% of the school librarians and 20.2% of the bilingual coordinators felt that there were no funds for this purpose. Only 7.8% of the school librarians and 11.4% of the bilingual coordinators listed Title VII project money as a possible source for the acquisition of bilingual school library materials.

According to the study data, school librarians and bilingual coordinators have different views as to the school library's role in bilingual education. Most heavily emphasized by school librarians was the library's effort in helping bilingual and limited English speaking ability students learn English and in trying to develop reading skills of these same students in English. Bilingual coordinators most often cited as crucial to the

school library's role in bilingual education; helping bilingual and limited English speaking ability students maintain pride in their native culture, helping these students to develop a positive self concept, and teaching them about American culture and customs. Statistically, the school librarians and bilingual coordinators differed with regard to their view of the role of the school library in helping bilingual and limited English speaking ability students learn English and in developing reading skills of these students also in English. Results of the chi square analyses ($p<.05$) indicated that a significantly greater number of school librarians than bilingual coordinators felt that the role of the school library was in encouraging English speaking and reading skills over such skills in a student's native language.

Consistent with their differing views of the role of the school library in bilingual education, school librarians and bilingual coordinators differed also in their consideration of the best manners of implementing this role. While both groups agreed on the need for more bilingual materials in the library, bilingual coordinators tended to see having bilingual library staff and offering more library services to limited English speaking ability and bilingual students in their own languages as significantly more important than did school librarians/media personnel. More professional contact between staffs, on the other hand, was considered significantly more important by library staff members than by bilingual personnel. There was also a definite trend for the school librarians to view as more important in the school library's contribution to bilingual education the acquisition of easy to read materials in English, and the encouragement of bilingual and limited English speaking ability students to develop reading habits and skills in English.

Discussion

The data gathered in this study indicated that the current status of school library services to bilingual programs in Illinois is minimal to nonexistent. In the majority of schools with bilingual programs, school libraries seem not really to have considered their potential role in bilingual education, and have only provided a very small number of materials and services to bilingual and limited English speaking ability students. Even though the school library "Bill of Rights" lists as a major responsibility of the school library the provision of materials that will support the curriculum, taking into consideration the individuals' needs, varied interests, socioeconomic backgrounds and maturity levels, school libraries seem not to have included language minority children and bilingual curricula in the development of their programs. Moreover, the reasons indicated for this in the study appear to be several.

First, the survey indicated that school librarians and bilingual coordinators do not seem to have much contact with each other. A major finding of the project was that in only 20-38% of the schools was there frequent contact between bilingual and library staffs. In consideration of the need to select and acquire bilingual library materials and to arrange for special bilingual library services for limited English speaking ability students, this lack of contact presents a major obstacle to the development of a school library program supportive of bilingual education. If library staff are unaware of the special needs of bilingual and limited English speaking ability students, an important reason could be the lack of communication with bilingual program personnel, as Swarthout (1967) stresses that the successful

selection and acquisition of materials by the school library should represent the joint effort of teaching and library staff. Bilingual staff members have not fully realized the value of such contact, however, demonstrated in that a significantly fewer number of bilingual coordinators than school librarians feel that implementing the school library's role in bilingual education necessitates greater contact between staffs.

A second problem contributing to the scarcity of library materials, services and programs for bilingual and limited English speaking ability students are the funds required to support such programs. Both school librarians and bilingual coordinators cited the school budget allotment as the major source for acquisition of bilingual school library materials, but fully 20% of the bilingual coordinators and 7.8% of the school librarians felt that there were no sources for the acquisition of such materials. This is an interesting finding, considering the sources of funds available, i.e., Titles I, IVB, and VII of the Elementary and Secondary Education Act and the Right to Read project among others. Consistent with this finding, school libraries considered lack of funds to be the most serious barrier to bilingual library material acquisition. The study also indicated that few of the school libraries (7.8%) were using Title VII moneys for bilingual material acquisition. The ability to transfer Title VII funds and bilingual project moneys to libraries for materials acquisition was only acknowledged by 17.7% of the bilingual coordinators.

A third factor accounting for the paucity of the school library programs for bilingual and limited English speaking ability students is the problems involved in acquiring bilingual materials. In addition to lack of funds,

school librarians cited most frequently as an obstacle to bilingual material acquisition the lack of good selection tools and the quality and availability of the materials themselves. While 72.0% of school libraries received tools for acquiring bilingual library materials, only 19% rated them as very helpful and over 80% described them as somewhat to not at all helpful. Some of the reasons cited for this negative classification of acquisition tools were that the bibliographic lists were seldom annotated, proper levels of reading ability and grade level were not indicated, materials had often not been evaluated, and many lists were not in English and did not have translations or English supplements. Furthermore, the study indicated that important factors in the nonacquisition of bilingual materials by the school library were the physical quality and availability of such materials. According to school librarians, bilingual materials are not easily located for purchase, and they are not of as good a quality as regular materials in English. A fairly frequent complaint of school librarians was that bilingual materials presented a purchasing problem because the physical quality of the materials was very poor. Inferior bindings were cited as one of their negative attributes of bilingual books, with the result that these materials often have to be rebound and otherwise specially prepared before they can be circulated.

With regard to the availability of bilingual materials, school librarians in general indicated that the number of bilingual library materials on the market was limited. Middle and high school library professionals in particular noted the scarcity of bilingual materials at varied levels of reading ability and interest, a point of crucial import

considering the role of "readability" of materials in whether or not a child will read (Chall and Marston, 1976). Thus, imagined lack of funds, the infrequency of contact between library and bilingual staffs and the general scarcity, inferior physical quality of and special acquisition problems involved in the purchase of bilingual materials all figure importantly in the school libraries' slowness to engage in the building of bilingual library collections in support of bilingual education programs.

However, the most crucial factor in the school library's ultimate role in bilingual education may well be the attitude taken by the school librarians as to what purpose the school library serves in bilingual education and how its role can best be implemented. A fascinating finding of this study was that school librarians and bilingual coordinators tended to view the role of the school library with respect to bilingual programs quite differently. The present status of school library services to bilingual and limited English speaking ability students may therefore be a reflection of the library's policy more than of the problems cited which were involved in bilingual materials acquisition and interstaff communication.

In the survey, school librarians considered the most important role of the school library in bilingual education to be in helping bilingual and limted English speaking ability students learn English and in trying to develop the reading skills of these same students in English. The implications of Modiano's (1973) study suggesting the importance of beginning reading and the development of reading skills in a student's native language seem to have not influenced the library's view of its purpose in this regard. The value of reading in one's native language both for the development

of good reading skills and for the possible transfer of these skills to a second language (Kaufman, 1968) have not been acknowledged, considering the few bilingual materials available in school libraries.

A crucial goal of bilingual education is that of maintaining normal academic achievement for grade level for bilingual and limited English speaking ability students, and a frequently used technique in bilingual programs is that of beginning reading in a student's native language. Thus the scarcity of bilingual resources in school libraries seems to indicate that this goal of bilingual education has not figured very importantly in the library's estimation of its role in support of bilingual programs. In addition, the school library by having so few bilingual materials has ignored the fact that bilingual multicultural materials are a potential asset for all students rather than just being "special" educational materials for a "disadvantaged" group.

Consistent with their view of the role of the school library in bilingual education, library staff cited as the two best ways of implementing this role: the acquisition of more bilingual materials, and the acquisition of more easy to read materials in English, with an almost equal emphasis placed on the two. Contrary to the successes of the public libraries [cited by Brown (1971) and Bucy (1970) among others] which offered bilingual services and staff and stressed community involvement, school librarians did not feel that these were as crucial as the adding of materials to the collection.

Bilingual coordinators, on the other hand, were shown by this study to have a significantly different view of the role of the school library

in bilingual education. The coordinators most often cited as vital to the school library's role in bilingual education: helping bilingual and limited English speaking ability students maintain pride in their native culture, helping these students develop a positive self concept, and helping them learn about American culture and customs. In addition a chi square analysis of the data revealed that a statistically greater number of school librarians than bilingual coordinators felt that the role of the library was in encouraging English speaking and reading skills over such skills in a student's native language. There was also a definite tendency for the bilingual coordinators to emphasize the library's role in the development of language and reading skills in a bilingual and limited English speaking ability student's native language.

Consistent with their views of school library services, bilingual coordinators believed that the best way of implementing the library's role in bilingual education was by acquiring more bilingual materials and by having bilingual persons on the library staff. Indeed, when asked what were the greatest barriers to effective school library use for bilingual and limited English speaking ability students, the most frequently cited obstacles were lack of bilingual materials and the absence of bilingual library staff.

A major finding of this study thus indicated that the two staffs (bilingual vs. library) feel differently about the role of the school library in bilingual education and the subsequent implementations of the library's role. The view of the school library illustrated by Dedeaux and Redmond (1973) that specifies its most important function in promoting English and reading skills in English seems to be confirmed by this study. The current status of library services to bilingual and limited English

speaking ability students suggests that the library indeed intends to help stir the melting pot. While the school library "Bill of Rights" may call for promoting multiculturalism, school library policies seem to be more supportive of some sort of token ethnicity. Thus as the cultural and linguistic goals of bilingual education and school library policy do not seem to coincide, it is not surprising that one program is not supportive of the other.

The Task at Hand

Considering the value and importance of the school library in the instructional system and the preparation and knowledge that the library staff bring to the selection, acquisition, and evaluation of materials (Prostano and Prostano, 1977), it is crucial for bilingual and library staff to work together if a viable library program for bilingual and limited English speaking ability students is to develop. It seems from the data gathered in the study that bilingual coordinators have largely ignored the school library and its function in the school, particularly with regard to their own students. Library staff, on the other hand, have been ignorant of the goals and methods of bilingual education and of the special library needs of bilingual and limited English speaking ability students. A frequent criticism of bilingual education programs has been that they are self contained, isolated or even segregationist. To a certain extent the findings of this study would seem to support this contention in that the concept of bilingual education has not penetrated the school library's walls. The study indicated that the majority of

school library bilingual materials are not in the library but are located within the bilingual classrooms, more convenient perhaps for the bilingual staff, but ignoring the function of the school library and the services and opportunities it provides, thus further isolating bilingual and limited English speaking ability students from the mainstream of school life.

The results of the study also suggest that the library staff in general lack preparation for dealing with linguistic and cultural minority students. Findings here support de Cuenca (1977) who calls for both the recruitment of more ethnic librarians to professional library careers, and for the provision of more courses in library schools and in-session training periods for librarians who will work with nonEnglish speaking patrons.

Conclusion

Two crucial tenets of bilingual education are that children learn to read best through their native language and that cultural reinforcement must be provided to maintain a healthy self image and to help the child feel comfortable in the school setting. Thus, the school library can be an important asset through its provision of bilingual materials and staff and its services to bilingual and limited English speaking ability students in their native languages. Indeed, multilingual multicultural materials are valuable for everyone. As pointed out at the Las Cruces Library conference (1970), through its collection a school library should help to establish cultural identity and a good self image for all children.

With regard to bilingual education, the potential for the school/media center is there, suggested by the successes of public library projects serving the nonEnglish speaking. While problems, as illustrated in this study, do exist involving the building of bilingual school library collections, their solution as well as the greatest need for the future development of bilingual multicultural school library programs seems to lie in the mutual cooperation and reeducation of school library and bilingual program staffs. School libraries have reason to learn about bilingual education and its goals, and bilingual coordinators have yet to take advantage of the special services, materials, and expertise provided by professional library personnel.

Thus it is the investigator's hope that with the future development of bilingual education will come the organization of supportive school library programs which can be instrumental not only in the success of the bilingual education effort but in the formation of a truly multicultural multilingual society.

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APPENDIX A

FREQUENCIES AND ADJUSTED PERCENTAGES OF RESPONSES TO ITEMS ON THE QUESTIONNAIRE ADMINISTERED TO SCHOOL LIBRARIANS

TABLE 18

Length of Operation of the Bilingual Programs

(N=76)

Length of Operation of Bilingual Program	N	School Librarians (%)
1 year or less	6	7.9
2 years	8	10.5
3 years	10	13.2
4 years or more	52	68.4

TABLE 19

Average Size of Bilingual Program

(N=62)

Program Size	School Librarians N
Mean number of students per bilingual program	153.9

TABLE 20

Language Backgrounds of Bilingual and Limited English Speaking Ability Students

(N=79)

Language Backgrounds	N	School Librarians (%)
Spanish	75	94.9
Chinese	18	22.8
Italian	16	20.3
Korean	15	19.0
Greek	6	7.6
Vietnamese	5	6.3
Arabic	4	5.1
Polish	4	5.1
American Indian dialects	4	5.1
Yugoslavian	3	3.8
Japanese	3	3.8
French	2	2.5
German	2	2.5
Assyrian	1	1.3
Laotian	1	1.3
Persian	1	1.3
East Indian	1	1.3
Serbian	1	1.3

TABLE 21

Library Staff

(N=77)

Staff	School Librarians Total Staff N	Bilingual Staff N	Bilingual Staff (%)
Full time library professionals	111	15	11.7
Part time library professionals	16.8	2	11.9
Full time auxiliary library staff	118.5	10	8.4
Part time auxiliary library staff	66	3	4.5

TABLE 22

Bilingual Library Staff: Profile By School

(N=77)

Bilingual Staff	School Librarians N	(%)
Schools having bilingual library staff either professional or auxiliary	19	24.7
Schools having no bilingual library staff either professional or auxiliary	58	75.3

TABLE 23

Location of the Main Collection of
Bilingual Library Books and Materials

(N=75)

Location of main collection of bilingual library books and materials	School Librarians N	(%)
The school library	23	30.7
Bilingual classrooms	34	45.3
Resource Center	2	2.7
Bilingual classroom and school library	12	16.0
Classroom, resource center and library	1	1.3
Library and resource center	3	4.0

TABLE 24

The Availability of Bilingual Books and Materials
in the School Library

(N=76)

Bilingual Books and Materials	School Librarians N	(%)
Available in school library	65	85.5
Not available in the school library	11	14.5

TABLE 25

Amount of Bilingual School Library Materials in the Library

(N=64)

Percent of School Library Resources that are Bilingual	School Librarians N	(%)
Less than 1%	29	45.3
2-5%	25	39.1
6-10%	2	3.1
10-20%	4	6.3
Over 20%	4	6.3

TABLE 26

Types of Bilingual Books and Materials in School Libraries
Classified by Language

(N=63)

Materials Offered	Spanish N	Chinese N	French N	Yugoslavian N	Korean N	Italian N	Other (Unspecified) N
Books	63	4	4		2	3	3
Reference	37	1	1	1		1	
Magazines	25		2				
Tapes	42		2				
Records	40	1	2		1	1	
Movies	11	1	1	1	1	1	
Newspapers	10						
Filmstrips	44	1	2	1	1	1	
Transparencies	8			1			
Graphics	6	1	2		1	1	
Kits	21						
Programmed materials	11						
Other	1						

TABLE 27

Bilingual School Library Services Offered to Bilingual and Limited English Speaking Ability Students Classified by Language

(N=75)

Services Offered	School Librarians			
	English N	Spanish N	Arabic N	(%)*
Reference assistance	70	17	1	25.7
Booktalks	38	8		21.0
Book fairs/clubs	27	4		14.8
Reading guidance	60	16	1	28.3
Instruction in media production	27	5		18.5
Storytelling	47	9		19.1
Tours/instruction in library use	69	17		24.6

* Percent of schools offering a service in English that also offer the same service in another language.

TABLE 28

Sources of School Library Funding for Acquisition of Bilingual Library Materials

(N=72)

Funding Sources	School Librarians N	(%)
Total number of sources cited	115*	
School budget allotment	56	48.7
Title VII funds	9	7.8
Title I funds	12	10.4
Title II funds	4	3.5
Other: Title IVB	28	24.3
Donations	1	.9
State Program funds	1	.9
Illinois Office of Education	1	.9
Bilingual funds	2	.9
Elementary and Secondary Education Act	1	.9
No Source of Funds	6	8.3

* Respondents could cite more than one source.

TABLE 29

Descriptive Characteristics of Bilingual Materials Acquisition

Characteristics of Bilingual Library Materials	N	School Librarians Yes	(%)	No	(%)
Bilingual materials are:					
Easy to locate for purchase	71	26	36.4	45	63.4
Generally of as good quality as regular materials in English	68	25	36.8	43	63.2
Easily acquired by the school library	71	30	42.3	41	57.8
Usually more expensive than equivalent materials in English	69	35	50.7	34	49.3
More difficult to process and evaluate than are materials in English	71	42	59.2	29	40.8

TABLE 30

School Libraries Receiving Tools for the Acquisition of Bilingual Library Materials

(N=73)

Schools	School Librarians N	(%)
Schools receiving tools for acquisition of bilingual library materials	53	72.6
Schools not receiving tools for the acquisition of bilingual library materials	20	27.4

TABLE 31

Rating of Tools Used for Bilingual Library Material Acquisition

(N=58)

Rating	School Librarians N	(%)	
Very helpful	11	19.0	
Somewhat helpful	33	56.7	
Not very helpful	12	20.7	80.8
Not at all helpful	2	3.4	

TABLE 32

Frequency of Professional Contact Between School Librarians and Bilingual Personnel

(N=73)

Frequency of Professional Contact Between Library Staff and Bilingual Staff	School Librarians N	(%)	
Often	28	38.4	
Sometimes	22	30.1	
Seldom	12	16.4	61.6
Never	11	15.1	

TABLE 33

Nature of Professional Contact Between Library and Bilingual Staffs

(N=64)

Nature of Contact	School Librarians N	(%)
Bilingual personnel:		
Offer general assistance in acquisition of bilingual materials	49	76.6
Assist in bilingual library material evaluation	34	53.1
Make specific recommendations for bilingual materials acquisition	48	75.0
Arrange to help provide library services for bilingual students	37	57.8
Arrange for bilinguals to supplement the library staff	8	14.8

TABLE 34

The School Library's Role in Bilingual Education

Role of School Library in Bilingual Education	School Librarians N	Yes	%	No	%
To help bilingual and limited English speaking ability students develop a positive self concept	75	68	90.7	7	9.3
To teach bilingual and limited English speaking ability students about American culture and customs	75	66	88.0	9	12.0
To help bilingual and limited English speaking ability students maintain pride in their native culture	75	67	89.4	8	10.7
To help bilingual and limited English speaking ability students to learn English	76	72	94.7	4	5.3
To help bilingual and limited English speaking ability students maintain native language skills	76	44	57.9	32	92.1
To develop reading skills of bilingual and limited English speaking ability students in English	76	72	94.7	4	5.3
To develop reading skills of bilingual and limited English speaking ability students in their native language	76	40	52.6	36	47.4

TABLE 35

Ways of Implementing the School Library's Role in Bilingual Education

Method of Best Implementing the School Library's Role in Bilingual Education	School Librarians				
	N	Yes	%	No	%
By having bilingual person(s) on the library staff	73	43	58.9	30	41.1
By acquiring more bilingual library materials	75	65	86.7	10	13.4
By offering more library services to bilingual limited English speaking ability students in their native languages	74	41	55.4	33	44.6
By offering services/materials in English only but also providing tutoring/instruction in the English language as part of library program	75	22	29.3	53	70.7
By having more formal contact with bilingual coordinator/personnel	75	45	60.0	30	40.0
By involving a parents' group to help with library activities	74	33	49.6	41	55.4
By having bilingual coordinator/personnel take more responsibility for providing library services to bilingual and limited English speaking ability students	72	43	59.7	29	40.3
By acquiring more easy to read materials in English and encouraging students to develop reading habits and skills in English	71	61	85.9	10	14.1

TABLE 36

Nature of Relation Between School and Bilingual Program

(N=74)

Nature of Relation	School Librarians N	(%)
This is the school where the district's central bilingual program is located	22	29.7
Having no central bilingual program, this is the school where the greatest number of bilinguals and limited English speaking ability students in the district are located	5	6.8
This is one of several schools in the district where bilingual programs are in operation	47	63.5

TABLE 37

Classification of Schools

(N=75)

Type of School		School Librarians N	(%)
High School		21	28.0
Elementary School		44	58.7
Middle/Junior High School		2	2.7
Other:	District data given	1	1.3
	Combination Elementary and Junior High School	3	4.0
	Combination High School and Middle School	1	1.3
	Grades 4-8	1	1.3

TABLE 38

Average Size of School

Type of School	School Librarians Size	N
High Schools	2000.5	21
Elementary Schools	597.5	44
Combination Elementary and Junior High Schools	1737.4	3
Middle/Junior High Schools	860.0	2

APPENDIX B

FREQUENCIES AND ADJUSTED PERCENTAGES OF RESPONSES TO ITEMS ON THE QUESTIONNAIRE ADMINISTERED TO BILINGUAL COORDINATORS

TABLE 39

Length of Operation of the Bilingual Programs

(N=105)

Length of Operation of Bilingual Program	Bilingual Coordinators N	(%)
1 year or less	15	14.3
2 years	15	14.3
3 years	10	9.5
4 years or more	65	61.9

TABLE 40

Average Size of Bilingual Program

(N=95)

Program Size	Bilingual Coordinators N
Mean number of students per bilingual program	147.35

TABLE 41

Language Backgrounds of Bilingual and Limited English Speaking Ability Students

(N=106)

Language Backgrounds	Bilingual Coordinators N	(%)
Spanish	104	98.1
Korean	24	22.6
Chinese	16	15.1
Italian	14	13.2
Vietnamese	9	8.5
Arabic	8	7.5
Japanese	5	4.7
Hindi	5	4.7
Assyrian	4	3.8
Polish	3	2.8
American Indian Dialects	3	2.8
Greek	2	1.9
Tagalog	2	1.9
Laotian	1	.9
German	1	.9
Persian	1	.9
African (dialects)	1	.9
Haitian Creole	1	.9
Amish German Dialect	1	.9
Yugoslavian	1	.9
Rumanian	1	.9
Indonesian Dialects	1	.9

TABLE 42

Bilingual Library Staff

(N=105)

Bilingual Library Staff Members	Bilingual Coordinators N	(%)
1 bilingual member on library staff	12	11.4
2 bilingual members on library staff	1	.9
3 bilingual members on library staff	0	0
4 bilingual members on library staff	1	.9
5 bilingual members on library staff	91	86.6

TABLE 43

Location of the Main Collection of Bilingual Library Books and Materials

(N=104)

Location of Main Collection	Bilingual Coordinators N	(%)
Library	13	12.5
Bilingual Classroom	62	59.6
Resource Center	6	5.8
Classroom and Library	7	6.7
Classroom and Resource Center	6	5.8
Classroom, Resource Center and Library	2	1.9
Library and Resource Center	2	1.9
Other	6	5.8

TABLE 44

The Availability of Bilingual Books and Materials in the School

(N=102)

Bilingual Books and Materials	Bilingual Coordinators N	(%)
Available in school library	71	69.6
Not available in the school library	31	30.4

TABLE 45

Amount of Bilingual School Library Materials in the School Library

(N=78)

Percent of School Library Resources that are Bilingual	Bilingual Coordinators N	(%)
Less than 1%	37	47.4
2-5%	25	32.1
6-10%	7	8.9
10-20%	6	7.7
Over 20%	2	2.7

TABLE 46

Amount of School Library Materials Relating to the Native Culture of Bilingual and Limited English Speaking Ability Students

(N=78)

Percent of Resources Relating to Native Culture	Bilingual Coordinators N	(%)
Less than 1%	26	33.3
2-5%	32	41.0
6-10%	4	5.1
10-20%	7	9.0
Over 20%	9	11.5

TABLE 47

Bilingual School Library Services Offered to Bilingual and Limited English Speaking Ability Students

(N=96)

Services Offered	Bilingual Coordinators N	(%)
Reference assistance	34	35.4
Book talks	14	14.6
Book fairs/clubs	4	4.2
Reading guidance	25	26.0
Instruction in media production	7	7.3
Story telling	27	28.1
Tours/Instruction in library use	26	27.1
Other	7	7.3
No services offered	40	41.6

TABLE 48

Sources of School Library Funding for Acquisition of Bilingual Library Materials

(N=99)

Funding Sources	Bilingual Coordinators N	(%)
Total number of sources cited	114*	
School budget allotment	52	45.6
Title VII funds	13	11.4
Title I funds	14	12.2
Title II funds	5	4.4
Other: Title IVB	17	14.9
State Bilingual Funds	9	7.9
Illinois Office of Education	2	1.8
Bilingual Grant	2	1.8
No source (No funds available)	20	20.2
Don't know	7	7.1

* Respondents could cite more than one source.

TABLE 49

Opinions Regarding the Transfer of Title VII Bilingual Program Funds to the Library for the Acquisition of Bilingual Library Materials

(N=96)

Title VII project moneys can be channeled to the library for the acquisition of bilingual materials	Bilingual Coordinators N	(%)
Yes	17	17.7
No	14	14.6
Don't know	61	63.5
Not eligible for Title VII funds	4	4.1

TABLE 50

Frequency of School Library Use by Bilingual and Limited English Speaking Ability Students

(N=96)

Frequency of School Library Use	Bilingual Coordinators N	(%)
Less than 1 time a week	13	13.5
1 time a week	44	45.8
2-3 times a week	29	30.2
4-5 times a week	7	7.3
Other: Seldom, Never	3	3.1

TABLE 51

Main Reasons for School Library Use Among Bilingual and Limited English Speaking Ability Students

(N=97)

Reasons for School Library Use	Bilingual Coordinators N	(%)
Recreational reading	18	18.6
Classroom assignment	24	24.7
Information/reference	12	12.3
Recreational reading/information/reference	11	11.3
Classroom assignment/information/reference	6	6.2
Recreational reading/classroom assignment/ information/reference	7	7.2
Recreational reading/classroom assignment	7	7.2
Other:*	12	12.4

* Among reasons given under "other" were the following:

Study hall
Get ditto material
Attend class in library
Spanish newspapers
Teaching machines
Individualized instruction
Required library use
Special activities
Learn to use the library and do research

TABLE 52

Frequency of Professional Contact Between Bilingual Personnel and School Library Staff

(N=99)

Frequency of Contact	Bilingual Coordinators N	(%)	
Often	20	20.2	
Sometimes	28	28.3	
Seldom	23	23.2	79.8
Never	28	28.3	

TABLE 53

Nature of Contact Between Bilingual and Library Staff

(N=80)

Nature of Contact with Library Staff	Bilingual Coordinators N	(%)
Library Staff:		
Assist in bilingual material selection and acquisition	50	62.5
Assist in bilingual materials evaluation	21	26.3
Arrange to provide special library services for bilingual and limited English speaking ability students	34	42.5

TABLE 54

The School Library's Role in Bilingual Education

(N=100)

Role of School Library in Bilingual Education	Bilingual Coordinators			
	Yes	%	No	%
To help bilingual and limited English speaking ability students develop a positive self concept	88	88.0	12	12.0
To teach bilingual and limited English speaking ability students about American culture and customs	88	88.0	12	12.0
To help bilingual and limited English speaking ability students maintain pride in their native culture	92	92.0	7	7.0
To help bilingual and limited English speaking ability students to learn English	72	72.0	28	28.0
To help bilingual and limited English speaking ability students maintain native langual skills	66	66.0	34	34.0
To develop reading skills of bilingual and limited English speaking ability students in English	77	77.0	23	23.0
To develop reading skills of bilingual and limited English speaking ability students in their native language	64	64.0	36	36.0

TABLE 55

Ways of Implementing the School Library's Role in Bilingual Education

Method of Best Implementing the School Library's Role in Bilingual Education	Bilingual Coordinators N	Yes	%	No	%
By having bilingual person(s) on the library staff	98	79	80.6	19	19.4
By acquiring more bilingual library materials	99	91	91.9	8	8.1
By offering more library services to bilingual and limited English speaking ability students in their native languages	98	69	70.4	29	29.6
By offering services/materials in English only but also providing tutoring/instruction in the English language as part of library program	98	27	27.6	71	72.4
By having more formal contact with library staff	98	43	43.8	55	56.1
By involving a parents' group to help with library activities	97	54	54.5	45	45.5
By having the bilingual education department take more responsibility for providing library services to bilingual and limited English speaking ability students	98	51	52.0	47	48.0
By acquiring more easy to read materials in English and encouraging students to develop reading habits and skills in English	99	75	75.8	24	24.2

TABLE 56

Nature of the Relation Between School and Bilingual Program

(N=95)

Nature of Relation Between School and Bilingual Program	Bilingual Coordinators N	(%)
This is the school where the district's central bilingual program is located	37	38.9
Having no central program, this is the school where the greatest number of bilinguals and limited English speaking ability students in the district are located	4	4.2
This is one of several schools in the district where bilingual programs are in operation	54	56.8

TABLE 57

Classification of Schools

(N=99)

Type of School		Bilingual Coordinators N	(%)
High School		14	14.1
Elementary School		70	70.7
Middle/Junior High School		0	0.0
Other:	District Office	4	4.0
	Combination Elementary/Junior High	3	3.0
	Combination Elementary/Junior/ Senior High	3	3.0
	K-5	1	1.0
	K-8	3	3.0
	Prekindergarten	1	1.0

APPENDIX C

THE QUESTIONNAIRES USED IN THE STUDY AND THEIR ACCOMPANYING LETTERS OF EXPLANATION

Questionnaire_____ 1-3

QUESTIONNAIRE FOR SCHOOL LIBRARIANS CONCERNING THE STATUS OF SCHOOL LIBRARY SERVICES TO BILINGUAL BI-CULTURAL PROGRAMS IN ILLINOIS

Please circle one code number for each question unless otherwise indicated.

BILINGUAL PROGRAM INFORMATION

1. About how long has the bilingual program at this school been in operation? 4

1 year or less.....1
2 years.....2
3 years.....3
4 years or more.....4

2. Approximately how many bilingual and limited English speaking students are there in this school who are involved in some type of bilingual program or instruction? (Please indicate number). 5-8

_____

3a. What are the major language backgrounds of the bilingual and limited English speaking students in this school?

	Yes	No	
Spanish.....	1	2	9
Chinese.....	1	2	10
Italian.....	1	2	11
Korean.....	1	2	12
American Indian.....	1	2	13
Other _____ (specify)	1	2	14

3b. In the blank to the left please rank the language backgrounds in terms of frequency, with 1=most frequent, 2=second most frequent, 3=third most frequent, etc.

_____Spanish 15
_____Chinese 16
_____Italian 17
_____Korean 18
_____American Indian 19
_____Other (specify)_____ 20

LIBRARY STAFF (Please indicate number of library personnel for this school).

	Full Time	Part Time	
4. Total number of professionals on the library staff (librarian, media specialists, etc.).	_____	_____	21-24
5. Total number of auxiliary staff (aides, clerical, etc.).....	_____	_____	25-28
6. Total number of the above professionals who are bilingual.....	_____	_____	29-32

-2-

	Full time	Part Time	
7. Total number of the above auxiliary staff who are bilingual.....	_____	_____	33-34

8. Where is the main collection of bilingual library materials used by students who are bilingual or limited English speaking located? (By bilingual materials it is meant books, reference materials, movies etc, in the students' native language).

School library/media center.....1 35
Bilingual classrooms.....2
Resource Center.....3
Other (Specify)_____..4

9. Are there specific library materials in the school library which are designed for use by bilingual and limited English speaking students?

Yes.....1 36
No (skip to Q. 12).....2

10. Please indicate in what language(s) materials in the library are available for use by bilingual and limited English speaking students. (Circle all that apply on each line).

MATERIALS	SPANISH	CHINESE	ITALIAN	KOREAN	OTHER_____	
Books.....	1	2	3	4	5	39-43
Reference Materials.....	1	2	3	4	5	44-48
Magazines.....	1	2	3	4	5	49-53
Tapes.....	1	2	3	4	5	54-58
Records.....	1	2	3	4	5	59-63
Movies.....	1	2	3	4	5	64-68
Newspapers.....	1	2	3	4	5	69-73
Filmstrips.....	1	2	3	4	5	74-78
Transparencies.....	1	2	3	4	5	79/DA 80/1 1-4
Graphic Material.....	1	2	3	4	5	9-13
Kits.....	1	2	3	4	5	14-18
Programmed instructional material.....	1	2	3	4	5	19-23
Other(specify)_____	1	2	3	4	5	24-28

11. Approximately what percent of all library resources are for specific use by bilinguals or limited English speaking students?

Less than 1%.....1 29
2-5%.....2
6-10%.....3
10-20%.....4
Over 20%.....5

12. Which of the following library services are offered as part of your school library program? Answer both parts A and B.

SERVICES	A SERVICE OFFERED IN ENGLISH Yes	No		B SERVICE OFFERED IN OTHER THAN ENGLISH Yes	No	(Please state language in which service is offered)	
Reference assistance	1	2	30	1	2	_____	31
Book talks	1	2	32	1	2	_____	33
Book fairs/club	1	2	34	1	2	_____	35
Reading guidance	1	2	36	1	2	_____	37
Instruction in media production	1	2	38	1	2	_____	39
Storytelling	1	2	40	1	2	_____	41
Tours/instruction in library use	1	2	42	1	2	_____	43

LIBRARY FUNDING AND MATERIALS ACQUISITION

13. Please indicate the funding sources for acquisition of bilingual library materials. (Circle all that apply).

School budget allotment....1 44
Title VII funds....2 45
Title I funds....3 46
Title II funds....4 47
Other(specify)_____..5 48
No source (No funds available)....6 49

14. How frequently do bilingual coordinators/personnel make contact with you (written or verbal) regarding materials and services for their bilingual and limited English speaking students?

Often....1 50
Sometimes....2
Seldom....3
Never (skip to Q. 16.)....4

15. Do these contacts with bilingual coordinators/personnel involve any of the following?

	Yes	No	
a. Bilingual personnel offer general assistance in acquisition of bilingual materials	1	2	51
b. Bilingual personnel assist in bilingual library material evaluation	1	2	52
c. Bilingual personnel make specific recommendations for bilingual materials acquisition	1	2	53
d. Bilingual personnel arrange to help provide library services for bilingual students	1	2	54
e. Bilingual personnel arrange for bilinguals to supplement library staff	1	2	55

-4-

16. Which of the following statements do you feel are characteristic of the acquisition of bilingual library materials?

	Yes	No	
a. Bilingual library materials are easy to locate for purchase	1	2	56
b. Bilingual library materials are generally of as good quality as regular materials in English	1	2	57
c. Bilingual library materials are easily acquired by the school library	1	2	58
d. Bilingual library materials are usually more expensive than equivalent materials in English	1	2	59
e. Bilingual library materials are more difficult to process and evaluate than are materials in English	1	2	60

17. Do you receive any tools (catalogs, publishers' book lists, etc.) specifically for the acquisition of bilingual library materials?

Yes.....1 61
No (skip to Q. 19).....2

18. How helpful do you rate the tools you are now using for the selection and acquisition of bilingual library materials?

Very helpful.....1 62
Somewhat helpful.....2
Not very helpful.....3
Not at all helpful.....4

19. Please state what you consider to be the biggest barriers to the purchase of bilingual library materials. 63-64

_____ 65-66

_____

_____

_____

THE SCHOOL LIBRARY IN BILINGUAL EDUCATION

20. What do you think the school library's role in bilingual education should be?

	Yes	No	
a. To help bilingual and limited English speaking students to develop a positive self concept	1	2	67
b. To teach bilingual and limited English speaking students about American culture and customs	1	2	68
c. To help bilingual and limited English speaking students maintain pride in their native culture	1	2	69
d. To help bilingual and limited English speaking students to learn English	1	2	70
e. To help bilingual and limited English speaking students maintain native language skills	1	2	71

(20 cont.)

	Yes	No	
f. To develop reading skills of bilingual and limited English speaking students in English	1	2	71
g. To develop reading skills of bilingual and limited English speaking students in their native language	1	2	72

21. In your opinion, how can the school library's role in bilingual education best be implemented?

	Yes	No	
a. By having bilingual person(s) on the library staff	1	2	73
b. By acquiring more bilingual library materials	1	2	74
c. By offering more library services to bilingual and limited English speaking students in their native languages	1	2	75
d. By offering services/materials in English only but also providing tutoring/instruction in the English language as part of library programs	1	2	76
e. By having more formal contact with bilingual coordinator/personnel	1	2	77
f. By involving a parents' group to help with library activities	1	2	78
g. By having bilingual coordinator/personnel take more responsibility for providing library services to bilingual and limited English speaking students	1	2	79 80/1 1-1/D-4
h. By acquiring more easy to read materials in English and encouraging students to develop reading habits and skills in English	1	2	81

GENERAL SCHOOL INFORMATION

22. Please circle the statement which correctly describes this school.

a. This is the school where the district's central bilingual program is located	1	82
b. Having no central bilingual program, this is the school where the greatest number of bilinguals and limited English speaking students in the district are located	2	83
c. This is one of several schools in the district where bilingual programs are in operation	3	84

23. This school is:

High School.....1 9
Elementary school.....2
Middle/Junior High.....3
Other(specify)_____ 4

24. What is the approximate enrollment of this school? (Please indicate number). _____ 10-12

THANK YOU VERY MUCH FOR YOUR COOPERATION 13-79/OR
80/1

Please return this questionnaire in the enclosed preaddressed stamped envelope to:

Midwest Office for Materials Development
805 West Pennsylvania Avenue 3rd floor
Urbana, Illinois 61801

Questionnaire_____ 1-3

QUESTIONNAIRE FOR BILINGUAL PROGRAM COORDINATORS
CONCERNING THE STATUS OF SCHOOL LIBRARY SERVICES
TO BILINGUAL BICULTURAL PROGRAMS IN ILLINOIS

Please circle one code number for each question unless otherwise indicated.

BILINGUAL PROGRAM INFORMATION

1. About how long has the bilingual program at this school been in operation? 4

1 year or less.....1
2 years.....2
3 years.....3
4 years or more.....4

2. Approximately how many bilingual and limited English speaking students are there in this school who are involved in some type of bilingual program or instruction? (Please indicate number). 5-8

_____

3a. What are the major language backgrounds of the bilingual and limited English speaking students in this school?

	Yes	No	
Spanish	1	2	9
Chinese	1	2	10
Italian	1	2	11
Korean	1	2	12
American Indian	1	2	13
Other _____ (specify)	1	2	14

3b. In the blank to the left please rank the language backgrounds in terms of frequency, with 1=most frequent, 2=second most frequent, 3=third most frequent, etc.

_____ Spanish 15
_____ Chinese 16
_____ Italian 17
_____ Korean 18
_____ American Indian 19
_____ Other (specify)_____ 20

LIBRARY STAFF AND RESOURCES

4. Approximately how many people on the library staff are bilingual? 21

1.....1
2.....2
3.....3
4 or more.....4
None.....5

5. Where is the main collection of bilingual library materials used by students who are bilingual or limited English speaking located? (By bilingual materials it is meant books, reference materials, movies etc. in the students' native language).

School library/media center	1	32
Bilingual classrooms	2	
Resource Center	3	
Other (Specify)_____	4	

6. Are there specific library materials in the school library which are designed for use by bilinguals and limited English speaking students?

Yes	1	33
No (Skip to Q. 9)	2	

7. Approximately what percent of all library resources are in the native language(s) of the limited English speaking and bilingual students?

Less than 1%	1	34
2-5%	2	
6-10%	3	
10-20%	4	
Over 20%	5	

8. Approximately what percent of all school library materials relate specifically to the culture of your bilingual and limited English speaking students and would be of special interest to them?

Less than 1%	1	35
2-5%	2	
6-10%	3	
10-20%	4	
Over 20%	5	

9. Which of the following services does the school library offer to the bilingual and limited English speaking students in their native language? (Circle all that apply).

Reference assistance	1	36
Book talks	2	37
Book fairs/clubs	3	38
Reading guidance	4	39
Instruction in media production	5	40
Storytelling	6	41
Tours/Instruction in library use	7	42
Other (specify)_____	8	43
None	9	44

LIBRARY FUNDING AND MATERIALS ACQUISITION

10. To your knowledge, from what sources does the library receive funds for acquisition of bilingual library materials? (Circle all that apply).

School budget allotment	1	33
Title VII funds	2	34
Title I funds	3	35
Title II funds	4	36
Other (Specify)_____	5	37
No Source (No funds available)	6	38

11. Can Title VII project funds be channeled to the school library for acquisition of bilingual materials?

Yes	1	41
No	2	
Don't Know	3	

12. How frequently do library staff members make contact with you (written or verbal) regarding library materials and services for bilingual and limited English speaking students?

Often	1	42
Sometimes	2	
Seldom	3	
Never (Skip to Q. 14)	4	

13. Do these contacts with library staff members involve any of the following?

	Yes	No	
a. Library staff assist in bilingual material selection and acquisition	1	2	43
b. Library staff assist in bilingual materials evaluation	1	2	44
c. Library staff arrange to provide special library services for bilingual and limited English speaking students	1	2	45

LIBRARY USE

14. How often do bilingual and limited English speaking students use the school library?

Less than once a week	1	46
1 time a week	2	
2-3 times a week	3	
4-5 times a week	4	
Other (specify)_____	5	

15. When bilingual and limited English speaking students do go to the school library, what is usually their main reason for going?

Recreational reading	1	47
Classroom assignment	2	
Information/reference	3	
Other (specify)_____	4	

-4-

16. In your opinion, what are the greatest barriers to effective library use by bilinguals and limited English speaking students? 48-49 50-51

_____

_____

_____

_____

THE SCHOOL LIBRARY IN BILINGUAL EDUCATION

17. What do you think the school library's role in bilingual education should be?

		Yes	No	
a.	To help bilingual and limited English speaking students to develop a positive self concept	1	2	52
b.	To teach bilingual and limited English speaking students about American culture and customs	1	2	53
c.	To help bilingual and limited English speaking students maintain pride in their native culture	1	2	54
d.	To help bilingual and limited English speaking students to learn English	1	2	55
e.	To help bilingual and limited English speaking students maintain native language skills	1	2	56
f.	To develop reading skills of bilingual and limited English speaking students in English	1	2	57
g.	To develop reading skills of bilingual and limited English speaking students in their native language	1	2	58

18. In your opinion, how can the school library's role in bilingual education best be implemented?

		Yes	No	
a.	By having bilingual person(s) on the library staff	1	2	59
b.	By acquiring more bilingual library materials	1	2	60
c.	By offering more library services to bilingual and limited English speaking students in their native languages	1	2	61
d.	By offering services/materials in English only but also providing tutoring/instruction in the English language as part of library programs	1	2	62
e.	By having more formal contact with library staff	1	2	63
f.	By involving a parents' group to help with library activities	1	2	64
g.	By having the bilingual education department take more responsibility for providing library services to bilingual and limited English speaking students	1	2	65
h.	By acquiring more easy to read materials in English and encouraging bilingual and limited English speaking students to develop reading habits and skills in English	1	2	66

GENERAL SCHOOL INFORMATION

19. Please circle the statement which correctly describes this school.

a. This is the school where the district's central bilingual program is located.....1 67

b. Having no central bilingual program, this is the school where the greatest number of bilinguals and limited English speaking students in the district are located.....2 68

c. This is one of several schools in the district where bilingual programs are in operation.....3 69

20. This school is:

High school.....1 70
Elementary school.....2
Middle/Junior High.....3
Other (specify)_____ 4

21. What is the approximate enrollment of this school? 7 71-74
(Please indicate number).

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION 75-79/ 80/1

Please return this questionnaire in the enclosed preaddressed stamped envelope to:

Midwest Office for Materials Development
805 West Pennsylvania Avenue 3rd floor
Urbana, Illinois 61801

University of Illinois at Urbana-Champaign

Office of Bilingual Bicultural Education
GRADUATE FELLOWSHIP PROGRAM
National Network of USOE Title VII Centers
240 Education Building
Urbana, Illinois 61801
(217) 333-6287

April 22, 1978

Coordinator of Bilingual Bicultural Programs

Dear Colleague:

The attached questionnaire is concerned with school library services to bilingual bicultural education programs and is part of a state wide project being carried out through the Office of Multicultural Bilingual Education and the Midwest Office for Materials Development at the University of Illinois.

This study deals specifically with determining the present status of school library service to bilingual and limited English speaking students in terms of materials, books, media, and programs. The results of this project will help to illustrate some of the problems of library service to bilingual and limited English speaking students and should provide valuable criteria for developing a model school library program with respect to the needs of these students.

We would greatly appreciate your participation as coordinator of the bilingual program in your school. The questionnaire is brief, and a stamped envelope has been enclosed for your convenience. A similar questionnaire dealing with library services has been sent to head librarians/media specialists in schools that have bilingual programs as part of this same project. You are assured, however, of complete anonimity: the only number that you will see on the form is a code number to let us know if both bilingual coordinator and head librarian have responded from the same school.

We would welcome any comments you might have about the subject of the study: the results will be sent to one of the professional library journals. Thank you for your cooperation.

Sincerely yours,

Donald R. Omark

Donald R. Omark, Ph.D.
Office of Multicultural Bilingual Education

Jennifer E. Bahowick
Graduate Intern at the Midwest Office for Materials Development

University of Illinois at Urbana-Champaign

Office of Bilingual Bicultural Education
GRADUATE FELLOWSHIP PROGRAM
National Network of USOE Title VII Centers
240 Education Building
Urbana, Illinois 61801
(217) 333-8257

April 22, 1978

Head Librarian/Media Specialist

Dear Colleague:

The attached questionnaire is concerned with school library services to bilingual bicultural programs and is part of a state wide project being carried out through the Office of Multicultural Bilingual Education and the Midwest Office for Materials Development at the University of Illinois.

This study deals specifically with determining the present status of school library service to bilingual and limited English speaking students in terms of materials, books, media, and programs. The results of this project will help to illustrate some of the problems of library services to bilingual and limited English speaking students and should provide valuable criteria for developing model school library programs with respect to the needs of these students.

We would greatly appreciate your participation as head of a library in a school which has a bilingual bicultural program. The questionnaire is brief, and a stamped envelope has been enclosed for your convenience. A similar questionnaire dealing with library services has been sent to the bilingual coordinators state wide as part of this same project. You are assured, however, of complete anonimity: the only number that you will see on the form is a code number to let us know if both bilingual coordinator and head librarian have responded from the same school.

If this survey has arrived at a district administrative office rather than at a specific school, please forward it to the head librarian in the school which houses the district's central bilingual program or which has the greatest number of bilingual and limited English speaking students.

We would welcome any comments you might have about the subject of the study: the results will be sent to one of the professional library journals. Thank you for your cooperation.

Sincerely yours,

Donald R. Omark

Donald R. Omark, Ph.D.
Office of Multicultural Bilingual Education

Jennifer E Bahowick

Jennifer W. Bahowick
Graduate Intern at the Midwest Office for Materials Development

University of Illinois at Urbana-Champaign

Office of Bilingual Bicultural Education
GRADUATE FELLOWSHIP PROGRAM
National Network of USOE Title VII Centers
240 Education Building
Urbana, Illinois 61801
(217) 333-8287

April 22, 1978

Head Librarian/Media Specialist

Dear Colleague:

The attached questionnaire is concerned with school library services to bilingual bicultural education programs and is part of a state wide project being carried out through the Office of Multicultural Bilingual Education and the Midwest Office for Materials Development at the University of Illinois.

This study deals specifically with determining the present status of school library service to bilingual and limited English speaking students in terms of materials, books, media, and programs. The results of this project will help to illustrate some of the problems of library service to bilingual and limited English speaking students and should provide valuable criteria for developing a model school library program with respect to the needs of these students.

We would greatly appreciate your participation as head of a library in a school which has a bilingual bicultural program. The questionnaire is brief, and a stamped envelope has been enclosed for your convenience. A similar questionnaire dealing with library services has been sent to the bilingual coordinators state wide as part of this same project. You are assured, however, of complete anonimity: the only number that you will see on the form is a code number to let us know if both bilingual coordinator and head librarian have responded from the same school.

We would welcome any comments you might have about the subject of the study: the results will be sent to one of the professional library journals. Thank you for your cooperation.

Sincerely yours,

Donald R. Omark

Donald R. Omark, Ph.D.
Office of Multicultural Bilingual Education

Jennifer E. Bahowick

Jennifer E. Bahowick
Graduate Intern at the Midwest Office for Materials Development

University of Illinois at Urbana-Champaign 140

Office of Bilingual Bicultural Education
GRADUATE FELLOWSHIP PROGRAM
National Network of USOE Title VII Centers
240 Education Building
Urbana, Illinois 61801
(217) 333-8257

April 22, 1978

Coordinator of Bilingual Bicultural Programs

Dear Colleague:

The attached questionnaire is concerned with school library services to bilingual bicultural education programs and is part of a state wide project being carried out through the Office of Multicultural Bilingual Education and the Midwest Office for Materials Development at the University of Illinois.

This study deals specifically with determining the present status of school library service to bilingual and limited English speaking students in terms of materials, books, media, and programs. The results of this project will help to illustrate some of the problems of library service to bilingual and limited English speaking students and should provide valuable criteria for developing a model school library program with respect to the needs of these students.

We would greatly appreciate your participation as coordinator of the bilingual program in your school. The questionnaire is brief, and a stamped envelope has been enclosed for your convenience. A similar questionnaire dealing with library services has been sent to head librarians/media specialists in schools that have bilingual programs as part of this same project. You are assured, however, of complete anonimity: the only number that you will see on the form is a code number to let us know if both bilingual coordinator and head librarian have responded from the same school.

If this survey has arrived at a district administrative office rather than at a specific school, please forward it to the coordinator in the school which houses the district's central bilingual program or which has the greatest number of bilingual and limited English speaking students.

We would welcome any comments you might have about the subject of the study: the results will be sent to one of the professional library journals. Thank you for your cooperation.

Sincerely yours,

Donald R. Omark

Donald R. Omark, Ph.D.
Office of Multicultural Bilingual Education

Jennifer E. Bahowick
Graduate Intern at the Midwest Office for Materials Development

University of Illinois at Urbana-Champaign

College of Education
OFFICE OF MULTICULTURAL BILINGUAL EDUCATION
140 Education Building
Urbana, Illinois 61801

May 12, 1978

Director of the School Library/Media Program

Dear Colleague:

Recently as part of a state wide study, you were sent a questionnaire dealing with the current status of school library services to bilingual bicultural programs in Illinois. We feel that this is an important and valid project which should result both in isolating the major problems that school libraries have in serving bilingual and limited English speaking students, and in providing valuable criteria for developing a model school library program with respect to the needs of these students.

While you may feel that your library has fewer materials than other school libraries, we really need your participation, especially in terms of your views of the projected role of the school library in bilingual education. Thus, even though this is the end of the year and there are certainly many demands upon your time, we hope you can fill out the enclosed form and return it to us in the stamped preaddressed envelope provided. The information, of course, will be kept anonymous.

If you have already mailed in the questionnaire, simply disregard this notice and accept our sincere thank you for your assistance.

Sincerely yours,

Donald R. Omark

Donald R. Omark, Ph.D.
Office of Multicultural Bilingual Education

Jennifer E. Bahowick
Graduate Intern at the Midwest Office for Materials Development

University of Illinois at Urbana-Champaign

College of Education
OFFICE OF MULTICULTURAL BILINGUAL EDUCATION
140 Education Building
Urbana, Illinois 61801

May 12, 1978

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